

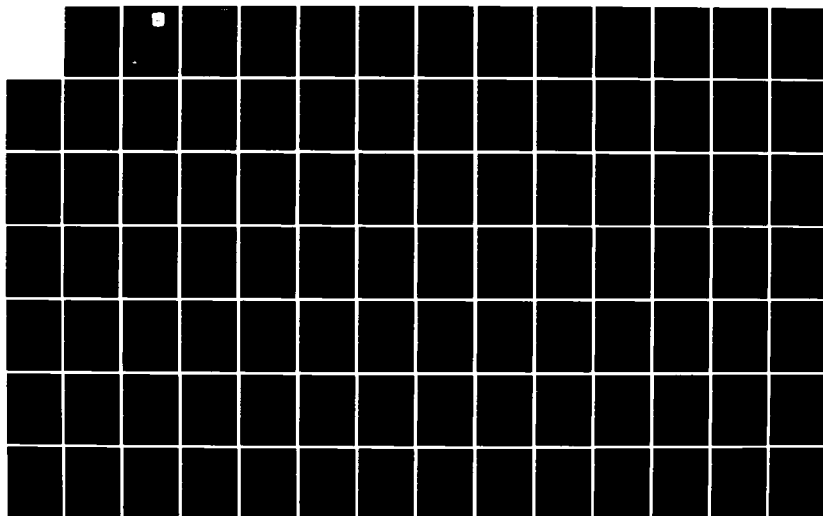
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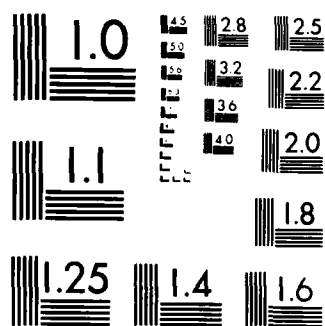
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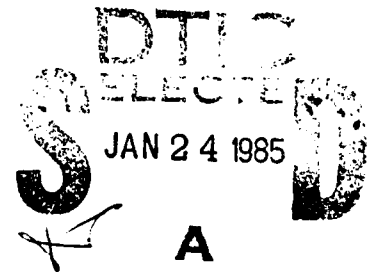
TRAINING, MOTIVATION AND INTRINSIC TASK VALUE:

ESSENTIAL ELEMENTS OF EXCELLENCE (READINESS)

BY

COLONEL CHARLES O. HAINES

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20. Abstract (Concluded) battalions and the author's personal experience. Army & successful company training and motivation practices are compared with each other and with cognitive behavior theory. Successful company practice, it is concluded, is closely aligned with cognitive theory while that of the Army is not. The study concludes with recommended changes to Army training and motivation policy which would bring the Army in closer alignment with cognitive theory and increase its potential for sharing the benefits of excellence experienced by America's best companies.

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USAWC MILITARY STUDIES PROGRAM

TRAINING, MOTIVATION AND INTRINSIC TASK VALUE:
Essential Elements of Excellence (Readiness).

by

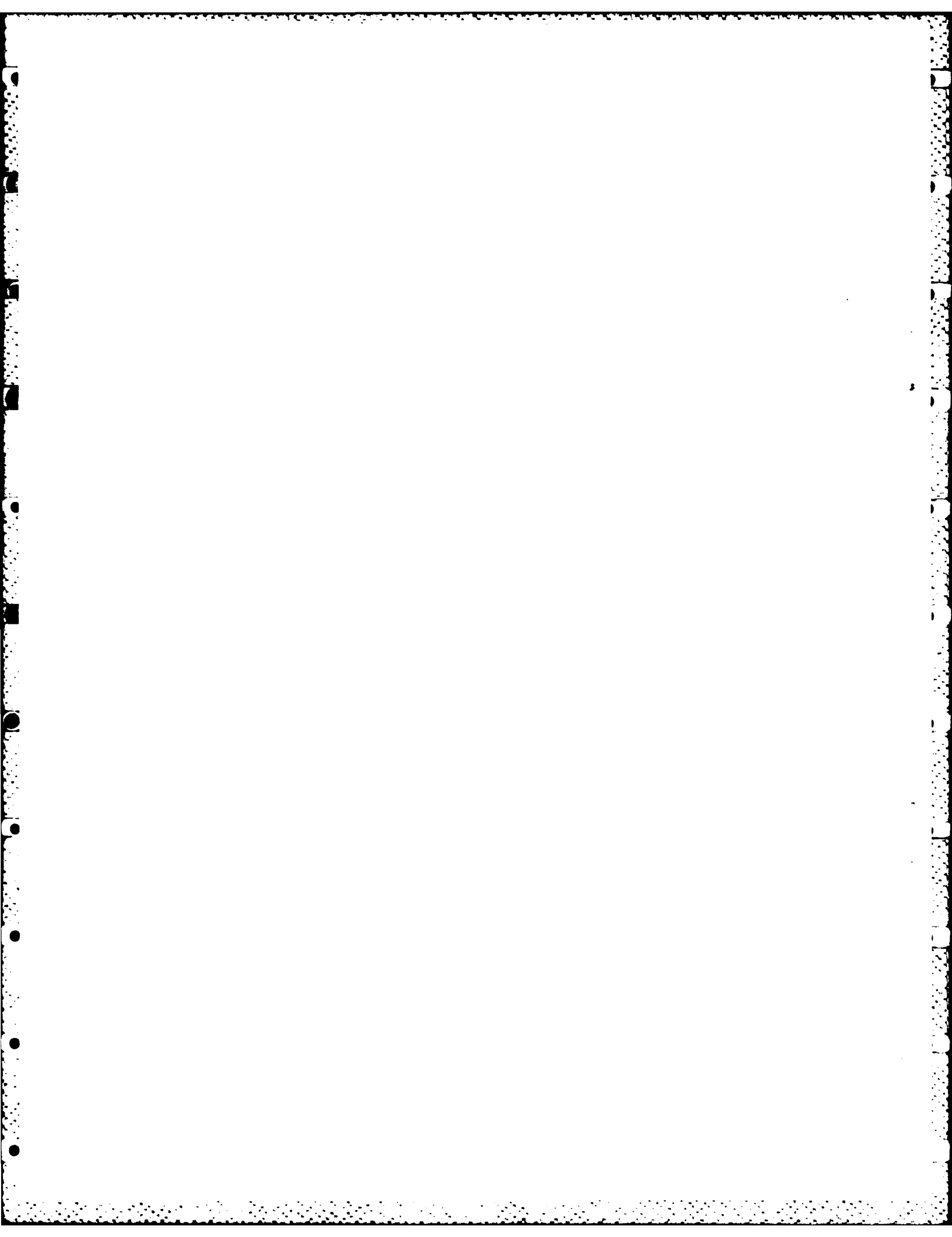
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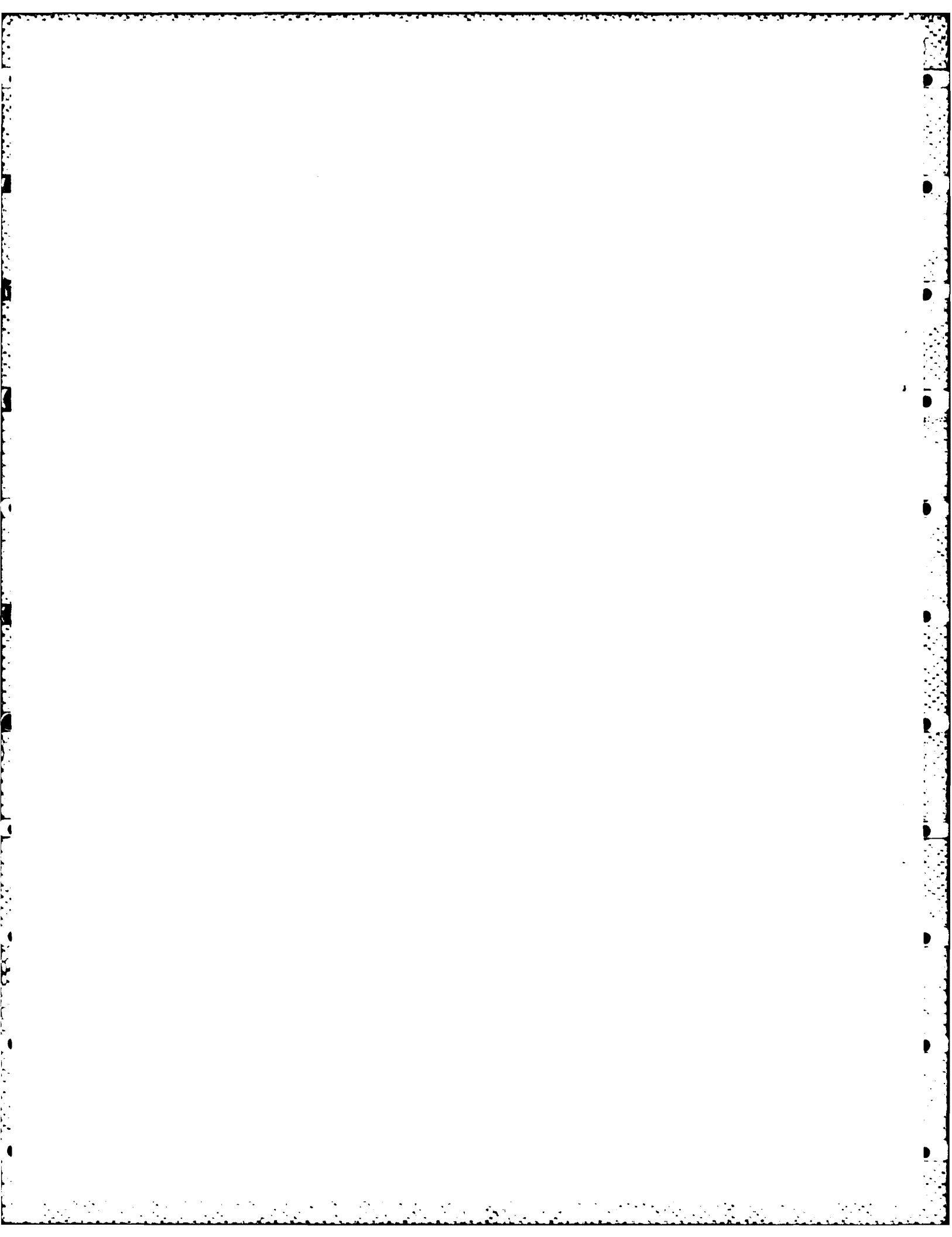
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COL Charles O. Haines
Military Studies Program
Dr. Herbert F. Barber
May 29, 1984

TRAINING, MOTIVATION AND INTRINSIC TASK VALUE:
Essential Elements of Excellence (Readiness).

INTRODUCTION

BACKGROUND AND SCOPE: While participating in a group seminar discussion as a member of the U. S. Army War College exchange visit to the U. S. Army Sergeants Major Academy, one of the academy students asked me "What would be the first subject you would discuss with a new Battalion Sergeant Major?" Also seated in the seminar was a student who had served with distinction as a Chief of Firing battery and later First Sergeant of B Battery when I commanded a direct support field artillery battalion in the 8th Infantry Division (Mechanized). He smiled broadly when I responded with a single word, training!

Long before I took command, my professional experience had convinced me that the key to "combat readiness" and the technical/tactical proficiency, cohesion and esprit de corps etc. it implies, lay in task proficiency at the section/squad level which could be directly attributed to the professional competence and tuition provided by the assigned noncommissioned officer leader. Other conditions are important, not the least of which

are a clearly recognizable unit mission, a commitment to long range execution rather than near term reaction, prioritization of activities, physical fitness, decentralization, reasonable personnel stability and an involved chain of command. However, it was my conviction that if I kept things simple and paid a lot of attention to helping sergeants train their soldiers, individual and small group mission skills would be mastered and performed to high standards. This would produce the necessary level of readiness and the motivation which springs from pride in accomplishment ("job satisfaction") would sustain it. In retrospect, the emphasis we placed on recognizing all forms of achievement, from job performance to artistic talent, played a far greater role in achieving readiness than I realized. We went to great lengths in order to recognize achievement, beyond the usual awards, trophies and certificates. We did it without any motive other than the belief that it was the right thing to do. I didn't realize how right until I undertook this study.

The battalion training program followed two basic principles: (1) Provide the battery NCO chain of command with the resources it required to insure that section sergeants were capable of training their soldiers and (2) Get every soldier/section performing at or above published standards. From our perspective, even discounting normal pride in unit, we were eminently successful from both an objective and subjective perspective. Individuals and the battalion as a whole did exceedingly well on externally developed skill evaluations and attitude assessments. Success, giving credit where it is

deserved, was due as much to the environment then existing in the 8th Infantry Division as to the advantage we took of the opportunity offered. I refer here to the division's unqualified commitment to the Skill Qualification Test (SQT) program then in effect army wide with its graded hands on and written components. Without the by grade individual skills delineation contained in Soldier's Manuals to establish the body of knowledge for which each soldier was responsible, and the annual DA test to stimulate skills mastery and validate each soldier/squad's achievement of the standard, a similarly successful unit training program could not have been conducted.

Individual skill proficiency to high standards is the acknowledged foundation of the Army Training and Evaluation Program (ARTEP). However, it is only one of a myriad of activities competing for battalion resources. The SQT program as it then existed ameliorated battalion resource shortages by providing a wealth of training support. It also established training, to high standards, as a priority army mission. For a brief three years, training ranked in importance with the major events of the calendar year; Annual General Inspections, Nuclear Surety Inspections, Command Maintenance Management Inspections etc. Unfortunately in 1982, under the pressure of the Congress and in the absence of a clear understanding of the program's value or any broad based army support for its retention, the Department of the Army deemphasized SQT.

During the period of my service with the 8th Infantry Division (Mechanized) Artillery, there was a saying that "the

purpose of SQT is to create an environment in which soldiers learn that everything good and important to them comes from their sergeant." No better description of an effective Army training and motivation program has ever been articulated. Soldiers learned from their sergeants and, once they passed the test, recognized their sergeant as the source of their success, the disseminator of desirable outcomes. Units who implemented SQT in that vein achieved uniformly high readiness levels. For that, however, there is only my word and that of other commanders in a similar situation. Backed up though it may be by evaluation scores and inspection reports, now lost in someone's archives, strong support for SQT is a "minority position." There is little support for a return to the old program or development of a newer derivative. If it was as productive as I propose, why then so little support? A "surface" answer usually centers on the cost and implementation deficiencies of previous programs. A more in depth look identifies conflicts with the Army's traditional mission first, training second approach to readiness. The majority of field commanders see an intensive and structured individual training program as a detriment to unit readiness. The latest example of this attitude is the clamor to shorten junior NCO education courses because they keep "key soldiers away from their jobs too long."¹ If resistance is to be overcome and a comprehensive and effective training strategy implemented, I believe the stimulus must be found outside the army experience; in proven academic theory and successful industrial practice.

The purpose of this paper is to review academic behavior and

motivation theory, and to investigate training and motivation practices of successful industrial firms, in an effort to find authority for a training and motivation model which which I find superior to that currently employed by the army. In order to provide a bases for comparison, current army enlisted training and motivation doctrine and practices have been reviewed. Throughout the paper, comparisons are made between these three areas (theory, industry and military), and are summarized in part four, Conclusions. The paper concludes with recommendations for increasing army readiness through a comprehensive and integrated training/motivation strategy based on cognitive behavior theory and successful industrial practice.

METHODOLOGY: Study methodology was essentially a review of: (1) current written works on learning/motivation behavior theory, (2) the latest books on "management for excellence" in industry, and (3) army training regulations and leadership training Programs of Instruction. These were supplemented by information, written and personal/telephone interviews, provided by six successful American companies, the Sergeants Major Academy, several officers currently commanding artillery battalions and my personal experience. A copy of the letter which served as the bases for company interviews/requests for information is at Annex C.

DEFINITIONS: Agreed upon definitions are the first prerequisite to successful communications. Accordingly, definitions of the four concepts central to the thesis and purpose of this paper are provided at the outset.

Training: Training, or learning, is generally regarded as a relatively permanent change in behavior potentiality which results from an individual's reinforced personal or observed practice or experience. The changed potentiality can be both positive, leading to improved behavior, or negative leading to undesired behavior. This definition applies equally to "training" and "education," two terms describing learning. Relatively greater emphasis is placed upon technical subjects in the former and intellectual in the later. In the contemporary world, the difference between the two becomes increasingly blurred.

Motivation: The word motivation comes from the Latin verb movere, to move. For a one word description, it comes surprisingly close to conveying the concept of motivation in its entirety. Motivation is the process by which individuals are "moved" to exhibit specific behavior. Like motion in physics, it can be described as having three components, an energy component which sets behavior (like a physical object) in motion, a directional component which determines the course behavior will follow, and a sustainment component which validates or modifies energy and directional components much as the environment through which an object passes affects its directional and energy characteristics. Unfortunately, there is far less agreement among behaviorists concerning the process and laws of behavior than among physicists on the laws of motion. Motivation as defined here is a higher order experience directly related to man's ability to conceptualize outcomes of his actions. It

emerges with an individual's perception of some disparity, or disequilibrium in his physiological or psychological state which he attempts (energy component) to correct through certain actions which he perceives to be associated with the reduction (directional component) of the disparity or disequilibrium. With the initiation of the action, a feedback process commences which reinforces, modifies, or extinguishes the initiated action. Since disparities or disequilibria do not occur or reach resolution sequentially, and because the environment in which man perceives and where motivation occurs changes continuously, an accurate model is necessarily more complex than the one here described. This topic will be further developed at a later point.

Intrinsic Task Values: Whether called competency and achievement components of self actualization as in need theory or an individual's positive self-reaction to his own performance in accordance with social learning theory, humans routinely persist in behavior for which there is no apparent "rational" external cause. Artisans pursue their chosen discipline in the face of overwhelming adversity; craftsmen go to extreme ends to produce a product which far exceeds accepted standards; inventors spend years creating working models of mental concepts; and people in all walks of life continue a chosen behavior, sometimes correct and sometimes in error, in spite of persuasive argument, unassailable obstacles and total neglect by others of their effort. Whether innate or learned, this ability of man which I call intrinsic task value, that enables him to pursue tasks

across the full range of his mental and physical ability without apparent reward and frequently in the face of substantial censure, is a powerful force in his daily existence.

Behavior: For the purpose of this paper, behavior is defined as those actions initiated by individuals to perform specific tasks (bore sighting a weapon or teaching a specific Common Skill Task) and those groups of related actions which collectively constitute the values of an organization or profession. Little or no distinction is made between these two categories of behavior in this paper because in homogeneous, high performing organizations, the two become indistinguishable.

THEORY

THEORY SURVEY: Contemporary academic behavioral theory can be roughly divided into two categories, theories based on the existence of intrinsic needs and theories which see cognition as the primary determinant of behavior. Within the first category are A. H. Maslow's need hierarchy theory, achievement motivation theory, Herzberg's motivation-hygiene theory, McGregor's Theory X-theory Y and equity theory. The second category includes expectancy/valence theory; motivation, performance, and satisfaction theory; and social learning theory. This later group of theories, plus equity theory from the first group, are also called process theories since they focus on the directional and sustainment components of motivation rather than the energizing component. All eight of these theories have their

historic and contemporary proponents. Collectively, they serve as the basis for ongoing research concerning motivation and behavior, and for training and work motivation programs presently used within industry and the U. S. Army. For readers with a background in behavior theory, the following may be redundant. They should consider skipping ahead to THEORY APPLICATION. For the rest of us, the ensuing survey of theory provides background and insight necessary to understand behavior and to evaluate industrial and military training/motivation practices.

HIERARCHY THEORY: A. H. Maslow postulated that human beings were basically "wanting" animals, motivated by the desire to fulfill certain needs. Most humans, he concluded, possessed five sets of basic needs: physiological, safety, love, esteem and self-actualization.² He saw them as hierarchically organized starting with physiological at the bottom and progressing upward to self-actualization at the top. Each need set served as an unconscious motivator for its satisfaction and when satisfied lead to the emergence of the next higher set. Satisfaction was not viewed as an all or nothing proposition. Rather, degrees of both satisfaction and need emergence were considered to exist so that an individual might have a 90% physiological need satisfaction, an 80% safety need satisfaction and so on. While a higher order need might exceed a subordinate need in degree of satisfaction, no need set could emerge until all precedent needs had achieved a reasonable degree of satisfaction. Need hierarchy theory validates what seems intuitively obvious, that one needs to take care of basic (biological) things first. Once basic

needs are met, man turns his attention to higher order activities. Need hierarchy theoretical and experimental research have not been able to establish how one determines which needs have been satisfied and to what degree, whether or not all humans have higher level needs, and the extent to which higher level needs have the same satisfaction-need reduction relationship inherent in lower level needs (a hungry person once fed loses interest in eating for some period of time).

ACHIEVEMENT MOTIVATION THEORY: Also called need achievement theory, it assumes that all individuals possess a variety of needs such as achievement, affiliation, power, autonomy etc., each having a directional or qualitative component and an energetic or quantitative component. Further, each individual within a society is assumed to possess generally the same needs but to possess them in greatly varying strengths, to differ in the types of situations which actualize need based behavior and the type of behavior which will result. Needs associated with this theory are generally assumed to have been developed during childhood and not easily changed in adults. Most theory research has been associated with achievement and power needs with a substantial effort aimed at relating achievement need to entrepreneurial success. J. W. Atkinson developed a model in which Aroused Motivation = $M \times E \times I$ where M represented basic need strength which energizes behavior, E the expectancy of achieving the goal toward which the behavior is directed and I the incentive value of the goal. The "model was developed to explain behavior and performance related to the need for

achievement (n Achievement), which is defined as a need to excel in relation to competitive or internalized standards."3.

Atkinson had some success in demonstrating that achievers achieve. Since achievement theorists postulate the existence of needs which are little if at all changed after childhood, they essentially assume away the problem which is at the core of creating and or sustaining excellent organizations; the methods by which competitive and internalized standards are created. Later researchers working with other theories dealt more successfully with this problem.

MOTIVATION-HYGIENE THEORY: Developed by Frederick Herzberg, it divides needs into two groups, those associated with man's more animal, basic nature which include, in an ascending order, security, status, relationship with subordinates, personal life, relationship with peers, salary, work conditions, relationship with supervisor, supervision and company policy and administration. These needs, extrinsic to the individual, his research revealed to be closely associated with job dissatisfaction. They were labeled hygiene factors. The second group of needs, intrinsic to the individual and associated with uniquely human characteristics such as psychological development and self expression include growth, advancement, responsibility, work itself, recognition and achievement. Herzberg found this second group of needs to be most closely associated with job satisfaction. These he called motivation factors. In controlled experiments, Herzberg demonstrated that substantial improvements in worker performance could be achieved through job enrichment

(using motivation factors to change job structure/environment) and that along with the improved performance came improved attitudes of the workers toward their jobs. Like all theories, Herzberg's has come under fire for a variety of reasons ranging from faulty research to inconsistency with past evidence. An aspect of the theory which is essential to its understanding is that dissatisfaction is not the opposite of satisfaction. No satisfaction is the opposite of satisfaction. "Herzberg's theory points out the need to examine the rewards of the task itself as a sustainer of performance."⁴ Indeed, "one of the most significant contributions of Herzberg's work was the tremendous impact it had on stimulating thought, research, and experimentation on the topic of motivation at work."⁵ This has paid exceptional dividends in improved industrial management practices.

THEORY X-THEORY Y: While not generally included in books on motivation theory, its close relationship with Maslow's hierarchy of needs, and its recent prominence in the organizational behavior field, make its inclusion essential. According to Douglas McGregor's theory, managers can be roughly divided into two categories based upon their assumptions concerning human nature. Theory X managers assume that people find work distasteful, have no ambition or desire for responsibility preferring rather to be directed, are not creative, are motivated at the physiological and safety levels, and must be closely controlled or coerced to accomplish organizational objectives. Theory Y managers view people as enjoying work, predisposed

toward self-control, creative, motivated by higher needs such as esteem and self-actualization, and generally susceptible to becoming committed to the accomplishment of organizational goals. Going one step further, entire organizations can be typed as Theory X organizations where people are thought of as being motivated only by physiological and safety needs and satisfied hygiene factors. At the other extreme are Theory Y organizations where people are assumed to be more mature; motivated by affiliation, esteem and self-actualization. Popular opinion seems to be that there are more Theory X organizations than Theory Y. From McGregor's perspective, traditional organizational structure was based on Theory X assumptions about people. He felt that the higher living and educational standards of modern man, particularly in democratic societies, should render him a more mature human being than Theory X assumptions imply. Accordingly, he developed his Theory Y assumptions about man and postulated that most people possess the potential for Theory Y behavior. A distinction between behavior and attitude is essential. All individual's do not automatically realize their potential for Theory Y behavior and thus may require some Theory X stimulation to energize their Theory Y potential. "Managers may have Theory Y assumptions about human nature, but they may find it necessary to behave in a very directive, controlling manner (as if they had Theory X assumptions) with some people in the short run to help them "grow-up" in a developmental sense, until they are truly Theory Y people."⁶.

EQUITY THEORY: Variouslly called cognitive dissonance,

distributive dissonance, distributive justice, exchange, equity or inequity theory, the central theme of "equity" theory is the individual's perceived degree of equity or inequity in the relationship of his inputs to outcomes when compared to others in the same work environment. When inequity is perceived to occur as the result of an imbalance in either inputs or outcomes as compared to others, man strives to correct the situation. In situations where outcomes are considered too low and efforts to improve them have been stymied, man may resort to lowering inputs as a means of redress. One can argue that this is simply a variation on Herzberg's achievement and recognition motivation factors. To the extent that job satisfiers measured by Herzberg represented workers' perceived rather than actual conditions, the two theories are related. However, motivation-hygiene theory postulates the existence of actual rather than perceived conditions, and therein lies the difference. An additional difference between equity theory and the preceding models is equity theory's focus on the process by which behavior is stimulated and sustained rather than on the existence of specific factors within the individual or the environment which perform the stimulus and sustaining functions. Numerous experiments have been conducted, without any great success, to establish statistically significant relationships between under payment and low quality/quantity worker output and over payment and increased worker quality/quantity performance. However, one has only to be reasonably aware of the ongoing legal and political debate concerning "equal pay for equal work" and "equal pay for equal

effort" to realize that perceived equity of outcomes is a major factor in today's labor force.

EXPECTANCY/VALANCE THEORY: This is the second process theory, equity theory being the first. Like equity theory, it postulates that behavior is a function of the relationship between inputs rather than the inputs themselves.⁷ It is also a cognitive theory of motivation in which "individuals are viewed as thinking, reasoning beings who have beliefs and anticipations concerning future events in their lives."⁸ Expressed as a model, behavior (B) is a function of the perceived environment (E) and the characteristics/potential for action of the person (P) of the individual perceiving the environment, $B=f(E\ P)$. Expectancy/valance theory is almost exclusively concerned with an individual's potential for action (P) which theorists consider to be composed of three elements; motivation to act/perform, possession of requisite skills required to act/perform, and a general knowledge of how to apply skills and abilities in order to accomplish the desired action or performance. Most expectancy/valance theory research has dealt with the motivation component. Recalling the earlier stated definition of motivation, these theorists describe the energy component in terms of an individual's "expectancies or beliefs (E) concerning future outcomes and the value (V) they place upon these outcomes. Victor H. Vroom defines "expectancy" as "an action-outcome association."⁹ It is the degree to which an individual believes that a certain action will result in a specific outcome. More recent theory development has subdivided

expectancy into expectancy of performance ($E \rightarrow P$), the individual's expectancy of being able to perform a particular act, and expectancy of outcome ($E \rightarrow O$), the individual's expectancy that performing the particular act will produce the desired outcome. When combined with valence (the preference an individual has for a particular outcome) (V), the model equation becomes Behavior Motivation = $E \rightarrow P \times E \rightarrow O \times V$. The multiplicative relationship of performance, outcome and valence is an essential aspect of the theory. It explains why an individual who is fully capable of performing a particular act (for purposes of explanation we will assign $E \rightarrow P$ a value of one) may not do so because his expectancy that certain outcomes will result or his preference for those outcomes is very low or nonexistent (his $E \rightarrow O$ and or V are zero), thus mathematically $1 \times 0 \times 0 = 0$. Since there is not a manager, supervisor or leader who has not been frustrated by the failure of capable subordinates to perform to their potential, the model intrinsically makes sense and underscores the importance of structuring the entire environment. It is not enough to simply teach individuals to perform tasks. They must also know something about and value the outcomes which will result from task performance.

MOTIVATION, PERFORMANCE AND SATISFACTION THEORY:

Satisfaction, or job satisfaction, is roughly defined as an individual's attitude concerning his job environment. While the work itself is a component of the overall job environment, it is only one of many elements which include such other variables as

treatment of employees, salary, relationships with fellow workers, conditions of the work place etc. Herzberg placed the bulk of commonly agreed upon job satisfaction elements or variables, work itself excluded, in the work hygiene factor category. These, it will be recalled, were generally considered as job dissatisfiers rather than satisfiers. Given the variety of work environment elements included under the satisfaction title, it would not seem unreasonable that attempts to relate satisfaction to other variables such as performance and motivation might not reach definitive conclusions.

Over the years, there have been three approaches linking motivation, performance and satisfaction, all driven by the rather rational idea that happy workers should be better workers. The oldest assumed that satisfaction should lead to performance. Next, chronologically, came the idea that satisfaction and some other variables lead to performance. The most recent theory concludes that performance leads to satisfaction. None of the three have been experimentally validated. Recent research findings provide only moderate support for the concept that satisfaction produces performance and conclusively reject the concept that performance produces satisfaction (positive attitude concerning the work environment). "Instead, the evidence provides rather strong indications that the relationship is more complex: (1) rewards constitute a more direct cause of satisfaction than does performance and (2) rewards based on current performance (and not satisfaction) cause subsequent performance."¹⁰ The role of rewards as reinforcement,

intrinsic and extrinsic, will be further developed later in the paper. For now, as discovered through motivation, performance and satisfaction researchers, suffice to say that rewards play a dominant role in determining performance. As discussed in expectancy/valence theory, and to be developed in social learning theory below, the first order of responsibility of the successful supervisor/manager is to teach task performance to a standard. His second responsibility is to assist the process of imparting value to task performance. His success in the latter depends in good measure upon his effective use of rewards, both those dispensed from resources totally within his ability to marshal and his application of those provided by the institution of which he and his subordinates are members. It follows, that the institution too must devote adequate resources to development, integration and coordination of a reward system which can be credibly linked to its desired standards of performance by its members at all levels.

SOCIAL LEARNING THEORY: Social learning theory ascribes a paramount role to vicarious experiences, symbolic representation and self regulation in psychological functioning. Behavior is explained as the result of a continuous interaction between cognition, behavior and the environment rather than stemming from internal needs or traits. Taking the model $B=f(P-E)$ from expectancy/valence theory, where P&E are considered to be independent determinants of behavior and expanding it to treat E and P as interdependent variables ($B=f(P-E)$), social learning theory further revises the model to reflect continuous

interaction and influence between all three elements (B ~~P~~ E). From a personal experience point of view, this last model more accurately describes the human experience. Aware that ones behavior influences the environment of first meetings, individuals routinely pay particular attention to appearance and performance (initial impression) when meeting the boss for the first time.

Social learning theory does not reject the existence of inner causes of behavior, only the concept that they are limited to needs, drives, impulses etc. Man's unique ability for thought, psychological processes, determines his responses to environmental stimuli, not the stimuli itself acting upon needs. "A large body of research now exists in which cognitions are activated instructionally, their presence is assessed indirectly, and their functional relationship to behavior is carefully examined. Results of such studies reveal that people learn and retain behavior much better by using cognitive aids that they generate than by reinforced repetitive performance."¹¹ "In the social learning view, people are neither driven by inner forces nor buffeted by environmental stimuli. Rather, psychological functioning is explained in terms of a continuous reciprocal interaction of personal and environmental determinants. Within this approach, symbolic, vicarious, and self-regulatory processes assume a prominent role."¹²

Man's ability to learn through observation precludes his having to personally experience every event in order to develop

appropriate behavior (One does not have to jump into water and drown in order to learn the advantage of being able to swim). Further, there are many difficult behavior patterns which can only be learned through observed modeling, and an infinitely greater number whose learning time is substantially reduced if modeling is used. Swimming is an excellent example of a complex behavior which is far more readily learned through observing a model than through reading or hearing descriptions of the process. To again quote Bandura, man's "capability for intentional action is rooted in symbolic activity."¹³ It is this unique capability of man to conceptualize alternative courses of action, rewards, responses to his actions and the probable impact and actions of the environment about him that make his potential behavior patterns infinitely variable and at the same time capable of a strong directional orientation. The final significant characteristic of social learning theory is the role it ascribes to self-regulation in the determination of behavior. Through verbal and imaginal symbols, man can predict the consequences of his behavior and alter it in advance of execution. When he does not value predicted consequences, he pursues alternative actions. In this manner, he exercises some degree of control upon his environment.

With the exception of elementary responses, behavior, according to social learning theory, is learned through the results of one's actions (response consequences) and through modeling. In both modes of learning, man's cognitive capacities enable him to gain far more from experiences than would be the

case if he were limited to purely stimulus response reactions. From the results of his actions, man gains information, motivation and reinforcement.¹⁴ The individual's ability to conceptualize the consequences of his behavior constitutes a determinant and a motivator of current behavior. Accordingly, most actions are thus largely under anticipatory control. The information process is relatively straightforward, but it is not considered to be mechanistic. Consequences of actions confirm, have no impact upon or fail to confirm the consequences which were predicted to occur. Thus outcomes change behavior in humans, not as the result of a stimulus response reaction, but through the intermediary influence of thought. Finally, reinforcement too is considered to operate through the thought process. Rather than being considered as a direct response strengthener, as many theorists hold, Bandura finds ample evidence "that reinforcement serves principally as an information and motivational factor."¹⁵ It is a determinant of behavior only to the extent that the individual sees a relationship between behavior and reinforcement. "Reinforcement provides an effective means of regulating behaviors that have already been learned, but it is a relatively inefficient way of creating them."¹⁶ Significantly, reinforcement need not be immediate and can in fact be quite removed in time if it is valued and a relationship predicted at the time behavior is executed.

Learning would be slower if it were based solely on direct experience. Fortunately, humans are capable of rapid learning through the experiences or modeling activities of others.

"According to social learning theory, modeling influences produce learning principally through their informative function."¹⁷. Modeling is considered to have four components, attentional, retentional, motor reproduction and motivational. Step one in modeling involves attention getting. To the extent that the individual modeling a particular behavior (task) is a respected member of the observing group, or known and approved of by them, he will command their attention. For an unknown, the attention process will be more difficult and for an individual held in low esteem by them, it may be impossible. Assuming a successful attentional process, retention is considered to occur through the medium of symbols, imaginal and verbal. Mental rehearsal plays a significant role in improving symbol retention. The third process, motor reproduction, is actual execution of the retained imaginal or verbal symbols, the payoff. Assuming the individual possesses requisite skills for behavior execution (if not, they must first be learned), there is still a high probability that the individual's motor reproduction will not exactly duplicate the observed response, particularly if the modeled behavior was complex and contained unfamiliar patterns. "Ideas are rarely transformed into correct actions without error on the first attempt."¹⁸. Finally, individuals will adopt modeled behavior only to the extent that it appears to be effective for others and leads to outcomes they value.

The forgoing forms the base for social learning theory's major departure from all other behavior theory, the concept, experimentally demonstrated, that the primary intrinsic

determinant of behavior is a cognitive process. Individuals acquire skills, chiefly through modeling, adopt performance standards and self-regulate evaluative consequences. While changes in behavior are a cognitive process, behavior is "induced and altered most readily by experience of mastery arising from successful performance."¹⁹ Performance accomplishment, vicarious experience, verbal persuasion, emotional arousal and situational circumstances determine the level of the individual's skill and standards.²⁰ Further, standards are greatly influenced by social factors such as comparison with peers and with respected models. The end result is self-regulation through self-reinforcement. "According to social learning theory, (Bandura, 1976b), self-regulated reinforcement increases performance mainly through its motivational function. By making self-reward conditional upon attaining a certain level of performance, individuals create self-inducements to persist in their efforts until their performances match self-prescribed standards. The level of self-motivation generated by this means will vary according to the type and value of the incentives and the nature of the performance standards."²¹ This self-management process is described as containing three elements, performance, judgment process and self-response. As demonstrated by Bandura and Perloff in 1967, individuals who receive reinforcement for achievement of self imposed standards performed substantially better than individuals who received no rewards or those who were rewarded unconditionally, without regard to standards of performance.

Component processes in the self-regulation of behavior by self-produced consequences.²²

PERFORMANCE	JUDGMENTAL PROCESS	SELF-RESPONSE
Evaluative Dimensions	Personal Standards	Self-Evaluative Reactions
Quality	Modeling Source	Positive
Rate	Reinforcement Source	Negative
Quantity	Referential Performances	Tangible Self-Applied Consequences
Originality	Standard Norms	Rewarding
Authenticity	Social Comparison	Punishing
Consequentialness	Personal Comparison	No Self-Response
Deviancy	Collective Comparison	
Ethicalness	Valuation of Activity	
	Regarded Highly	
	Neutral	
	Devalued	
	Performance Attribution	
	Personal Locus	
	External Locus	

E. A. Locke too has done substantial work in the area of goal-setting and behavior. Like Bandura, he finds man's cognitive powers to be the chief determinant of behavior, "At any given time man holds far more information in his head than he could possibly act upon."²³ He therefore must make choices, value judgments, concerning which behavior or actions he will initiate. Some behavior is largely physiologically driven but far more stems from a "code of values: a set of standards by which to judge what is good or bad, right or wrong, for or against his interests (Rand, 1964)."²⁴ A model depicting this process describes action as resulting from the following:²⁵

Existents	Cognition	Affective reactions?	Goal-setting	Action
Incentives	(Evaluation)	Emotions	Intentions	
Persons	Values.			
Actions				
Outcomes				
etc.				

According to Steers and Porter's analysis of research on the

goal-setting and performance process, the area least thoroughly investigated, the "missing link," is an understanding of "how, specifically, are goals generated?"²⁶. Substantial evidence supports the thesis that man establishes performance goals and sub-goals and regulates his behavior to bring actual performance in line with projections or conceptualization. Since in the "real world" man and his environment are in a constant state of change due to the real nature of objects, energy, nature and psychological functioning, predicted and achieved behavior rarely if ever agree. When performance goals remain beyond those achieved, man reviews the situation based upon his personal knowledge, values and understanding of the environment and pursues revised behavior. When achieved performance exceeds that which was projected, performance goals are revised upward and the behavior repeated. The act of exceeding performance goals is as significant, or probably more significant than the failure to meet them. Both events provide information concerning the environment, man's behavior and their interaction. Only the former generates information concerning the broader potential behavior of which man is capable.

Concerning this "missing link," Social Learning theory proposes that standards are established or adopted as the result of instruction and modeling. Man observes the actions, standards for self approval and attendant outcomes of others and adjusts his own standards accordingly. In a military unit or industrial organization, standards will tend to be level, constant. Should an individual or sub-group within the organization raise or lower

standards of performance, other individuals and sub-groups will observe the total outcome. If it is viewed as positive and does not conflict with individual/group values or performance goals (once a standard is established there is strong resistance to lowering it unless it can be shown that doing so will lead to a more highly valued outcome), the new standard will gain acceptance and probably spread throughout the organization. Examples of this phenomenon abound, ranging from the four minute mile to center parted marijuana haircuts. It is also true that standards are gained through instruction. Parents and respected superiors express pleasure and provide rewards when children and subordinates meet or surpass valued standards. Hardly a week goes by without newspaper mention of a teacher or principal whose high educational standards of performance have inspired his or her students to lofty success.

It should also be noted, that there is ample research on cerebral functioning to establish symbolic representation as the function of the right brain.²⁷ While man's left brain, according to research, is the seat of logic functioning, reasoning, verbalization, and storage of facts, the center of substantive activities, his right hemisphere performs conceptual functions, dealing with models, patterns and images. Thus, known anatomical functioning is in agreement with observed motivation/behavior theory research.

THEORY APPLICATION: Theory is not and should not be a closed loop process relegated to the classrooms and laboratories of prominent universities or a leadership sub-course through which students

quickly pass in order to move on to more important subjects. At the very least we, the professional military, should understand contemporary behavior and motivation theory and employ it to our advantage in running the army and when describing our requirements and strategy to academic researchers, contract firms and to congressional committees reviewing DOD budgetary requirements. It is an essential element of communication and a solid authority on which to base programs. Beyond that, more recent theory has proved useful in predicting and generating psychological change and is thus a useful tool to leaders from the section sergeant (first line supervisor) to the chairman of the board. There is a sufficiently close correlation between theory and methods employed by highly successful corporations to make a good case for the adoption and implementation of theory by less successful organizations.

Returning to Maslow's hierarchy of needs theory, it is both one of the most widely known theories, thus serving as a common denominator for communication, and an authoritative base for practical experience. Hungry, cold and psychologically stressed soldiers or workers are not likely to be enthusiastic trainees or diligent laborers at any task which has no apparent connection to the elevation of their existing state of discomfort. Most contemporary leaders recognize this fact, and since all possess some degree of responsibility for their subordinates' basic physical and social state, it is important that they be reminded of the necessity of administering to, or at least relating present activities to the amelioration of, their discomfort. One needs

to do first things first. Where physiological and safety requirements are not met, something must be done to either resolve the problem or make it bearable. Since need hierarchy theory provides little insight concerning how supervisors and leaders measure subordinates' need state as a prerequisite for "filling up" deficient need sets, or how one matches and activates individual's self-actualization needs to the tasks comprising work to be accomplished, Maslow's theory is somewhat limited in practical value. Taken to its theoretical limit, need hierarchy could be quite unsettling if self-actualization activity fulfillment, like such activities as eating, sleeping, safety, esteem, lead to a condition in which the "filled" individual avoided the activity for a period of time pending reemergence of the activity need.

Achievement Motivation theory, like Maslow's theory, adds little to a behavior prediction solution if one accepts the premise that needs are acquired during childhood and little changed thereafter. However, the system model by which this theory explains behavior determination (need X expectation X goal value) portends a mechanism through which motivation/behavior can be altered, to the extent that the variables can be changed through learning in later life. This concept is successfully developed by cognitive learning theory, which will be discussed later.

Motivation-Hygiene theory, as earlier stated, has been both an effective tool for improving work site performance through the application of motivation factors to change job structure/

environment, and a stimulus to further research. From a practical point of view, Herzberg's debunking of the idea that most "improvements" lead to higher levels of motivation and performance has been a most valuable contribution. Hygiene and job satisfaction factors simply have not been proven to be statistically significant contributors to improved job performance. One can only wonder what might have been accomplished and how much money saved if the VOLAR deak and rug advocates had read and understood Herzberg before successfully selling their program (the major benefactors of which were the property disposal community). The current emphasis on family support is subject to the same fallacy. Families need support, and we must provide that which is necessary, but it is a satisfier, not a motivator. Family support will not motivate soldiers or workers to be a member of an organization. It will keep them from leaving it. Not everything is a motivator, least of all the easy "improvements" (job satisfiers) which neither threaten existing leadership, management and mission practices nor attack the source of the problem.

Theory X-Theory Y, to quote Mr. James E. Gardner a noted and experienced industrial trainer manager and author on the subject of training supervisors, is the first of the four "gospels" the trainer must believe. "Theory Y is superior to Theory X (the gospel according to McGregor)."28. Most any individual who gives the matter much serious thought will agree with Mr. Gardner. The problem is, that many contemporary leaders/managers/supervisors of industry and the army have not

seriously thought through the problem. They have instead accepted the all too common Theory X attitudes of their peers and superiors. To paraphrase McGregor, most leaders possess the potential for Theory Y attitudes. What is lacking in their environment is a sufficient stimulus to cause the realization of their potential. Effective leaders and trainers institute programs to stimulate development of Theory Y attitudes. Quoting another eminent management authority, Dr. George H. Labovitz, the labor pool at the turn of the century could be characterized as plentiful, undereducated, underskilled, underfed and with low expectations. While I do not totally subscribe to his description in absolute terms, it certainly does describe the labor force in relation to employment opportunities available and the potential material rewards they offered. Much of the labor pool at that time, indigenous Americans and immigrants, were accustomed to what the Public Agenda Foundation in their report Putting The Work Ethic To Work calls "high-discretion" jobs. Most were farmers, tradesmen or skilled craftsmen, self employed individuals who determined the pace and content of their daily labor. They exemplified the work ethic in their daily labors. However, the promise of material gain and or the harsh realities of their status, particularly for immigrants, induced them to suppress their preference for high-discretion work and join the industrial revolution. For those who joined the army, such army as there was at that time, they probably retained a higher degree of discretionary work but by no great margin. The phenomenon described here can be readily observed in the many well educated

Vietnamese immigrants who today work diligently at blue collar jobs in order to survive.

As a direct result of the technological revolution which has occurred in industry and the military, high-discretion jobs are again becoming the norm. Studies show that technology, while decreasing the number of workers required, is increasing organizational dependence on those who remain and is providing them more, rather than less as some had predicted, discretion in the work place. This is particularly true in the military where a few basic skills (marksmanship, dismounted drill, service of the piece, KP etc.), traditionally executed by the squad under the sergeant's direct supervision, have been replaced by a whole myriad of technical tasks performed by one or two members of the squad simultaneously, at dispersed locations. Sergeants' teaching and supervising tasks have become much more complex. At the same time this change has and continues to take place, and because of technological change, the work force is becoming more highly educated. The net result, in the military and industry, is a smarter, more capable labor force working for organizations which are more heavily dependent upon their productivity, in an environment which is much less structured. Soldiers and workers alike are not only ready, but are in fact, as a direct result of the changed work environment, increasingly seeking expression of their Theory Y behavior potential. Successful companies, including the six I investigated, are theory Y organizations. They are people oriented and go to great lengths to capitalize on/reinforce the mature, motivated and self-reinforcing nature of

their employees. Organizations which fail to recognize and take advantage of the contemporary labor force's changed expectations will be marginally successful at best.

Equity Theory concepts are becoming increasingly important in the work place. In a 1983 study by the Public Agenda Foundation, results identified the top three job motivators as a good chance for advancement, good pay and pay tied to performance.²⁹ The results of studies such as the one here referenced and the persistent legal and political campaign of women's organizations for equitable pay make the continued reliance on single-value reward systems counter productive. Industry is increasingly turning toward performance based annual bonuses as an alternative to the traditional tenure based system. The army too will have to reorient its personnel actions policies if it expects to remain competitive in the labor market place. A practical first step might be to dust off the old proficiency pay program.

Expectancy/Valence Theory, with its cognition based theory of behavior portends practical solutions to the supervisory/managerial/leadership dilemma of how to influence subordinate's behavior and cause it to coincide with organizational goals and values. In a nut shell, expectancy/valence theory postulates that if an individual possesses the requisite skills and some knowledge of their application, he can be motivated to act, to exhibit certain behaviors, if he thinks that he can perform the desired behavior and that a certain outcomes which he values will result from it. Eliciting most behavior is not a particularly

difficult task given that people with requisite skills abound. All that is required is to hire them, train them to perform the desired behavior or task, and structure the environment so "desirable" outcomes accrue from adoption of desired behavior. One needs also to reinforce these "desirable" outcomes by strengthening the value placed upon them by the social group of which the individual concerned is a member. Unanswered is how progress and innovation in any great measure could evolve in an organization where each level of responsibility is totally dependent upon the next higher to structure expectancies, outcomes and valances in a kind of lock-step manner. One might ask who manages the reward system for top level of leadership? Perhaps, within limits, top leadership and their subordinates create their own system. In reality they do. Through the intervening process of thought, man links behavior to outcomes, the activating component of motivation. The critical point is, the outcomes must be there and they must have some value to the individual. Outcomes need not be immediate, and in fact may be delayed. They must, however, be recognizable. Otherwise, there is no motivation. The key is man's imagination which is the basis of his capability for self-regulation through self-reward.

Motivation, Performance and Satisfaction theory, because of the confusion concerning what constitutes satisfaction, has confused the issue more than it has helped. This is particularly so where researchers find no indication of satisfaction resulting from performance. While performance may not alter an individual's attitude concerning the work site, it does affect

his attitude toward himself and the rewards he gives himself for performing.

Social Learning Theory, with its emphasis on man's ability to conceptualize, self-regulate and self-reward, successfully tested in natural and structured environments, provides a working model and a persuasive explanation of conditions found in highly successful corporations and well prepared military organizations: members, from the lowest to the highest level, perform their respective tasks to demanding standards, individually or collectively, for no apparent reason other than the intrinsic value they derive from doing their job. In reality, intrinsic task value, or self-regulation through self-reinforcement, results from learning tasks to high standards in an organizational environment which values and rewards exemplary performance. Motivation is the link between task performance and outcomes resulting from performance and is derived from man's ability to conceptualize both in an environment where leadership can be relied upon to consistently reward, tangibly and intangibly, the values it professes. Whether by intentional design or the fortunate presence of manifold good luck, successful organizations systematically manage their total environment to permit social learning theory to operate in practice. No element of the process is left to chance. Training material and its presentation are tied to specific objectives. Performance and standards, in the classroom and on the job are linked and exacting. Extrinsic reinforcements are refined, published, coordinated and implemented as valued outcomes linked to

performance. Finally, as described in social learning theory, successful organizations pay a great deal of attention to training managers, supervisors and subordinates through modeling and instruction, in order to insure their ability to perform requisite tasks well. It should be exceedingly obvious to the most casual observer that modeling is a powerful tool for transmitting behavior patterns in our society. One has only to observe the rapid dissemination of clothing, grooming, music and a whole host of other personal styles, without the aid of any formal propagating mechanism, to recognize the power of modeling. Modeling is the basis of television's effectiveness as a communications and behavior molding medium. A most recent example is the spread of Michael Jackson hair styles, sequin gloves and sunglasses among teens. If a picture is worth a thousand words, a credible model is worth several times that sum.

In successful organizations, training, chiefly in the form of modeling of organizational values by the entire leadership structure, serves as the basis for membership's acquisition, motivation and self-regulated actualization of standards of performance and values.

INDUSTRY

In March 1984 I spent over an hour talking to the director of training for Digital Equipment Corporation of Maynard, Mass. That conversation was one of the most memorable of my life. In it I found myself in personal, "physical" contact with the spirit

and enthusiasm for excellence ascribed to "excellent companies" by Mistern Peters and Waterman in their book In Search Of Excellence: Lessons From America's Best Run Companies and Dr. Peter B. Vaill in his Army War College lecture on High Performing Systems. From the outset of the conversation, which included a reiteration of the company's unswerving belief "that the employee knows his job better than his boss," I was struck by the fact that everything Peters and Waterman had said about these "excellent companies" was a living breathing reality in the form of the gentleman to whom I was speaking. The concern for people, the use of positive reinforcement for success and absence of punishment for failure, preoccupation with defining and objectively evaluating high standards, decentralization and a pervasive value system; it was all true. The conversation also confirmed the essentiality, at least from Digital's perspective, of a well developed and supported training program specifically tied to organizational standards and values and targeting individual job requirements of workers, supervisors and managers. "Excellent companies" are built and sustained on these principles. How else can the seemingly contradictory requirements of high standards and high success rates, leader's acceptance that their subordinates know their jobs better than they do and corporate success through "do your own thing decentralization" be fundamental company values if they do not rest firmly on the secure knowledge that company members have been well trained. To sum up the Anthony Jay principle, one must take great care in selecting people for positions and even

greater care in preparing them to perform the tasks associated with the particular position for which you have selected them.³⁰.

The analysis which follows is based upon personal research into the practices of six companies, Digital Equipment Corp., McDonald's Corp., 3M Corp., Carlisle Corp., Delta Air Lines, Inc., and Caterpillar Tractor Co. Other sources are listed in the bibliography.

There are substantial similarities between the training programs of all six companies. Most use a mixture of internally and externally developed and conducted courses, conduct training during and after work hours on the job and at training facilities, and link advancement to a selection and training program which focuses on the respective requirements of workers, supervisors, managers and executives. All use some form of continuing education for managers and maximize the use of current technology audio-visual devices, candidate/student role playing in a classroom/evaluation center environment and stress hands-on application. For all six, worker, supervisor and manager training is conducted in-house, at the job site and at training centers, using internally and externally developed materials. Executives and higher level managers, particularly at Digital and Caterpillar, have the opportunity to participate in management courses offered by institutions of higher learning. This is accomplished both through attendance at regularly scheduled university courses and courses/seminars developed by/in coordination with universities for the exclusive attendance of

personnel from the company concerned. The thread of continuity in all six companies is their recognition of the importance of continuing, annually conducted training/education for supervisors up through executives and the recognition that the higher one goes, the greater the potential that training needs will be best served through attendance at courses presented by academia. Instruction of personnel below the executive level frequently makes use of all or part of one of the many commercially available training programs. Both Caterpillar and Carlisle use Development Dimensions International's (DDI) Interaction Management supervisory and managerial training programs, as do literally hundreds of America's most successful companies (Annex A).

The DDI products can be characterized as a 2.5 to 3 hour classes (modules) given to 6 to 10 personnel on a specific supervisory task: Improving Employee Performance, Taking Immediate Corrective Action, Orienting the New Employee etc. At Carlisle, each supervisor receives annual training in 8 to 12 of the modules. Managers receive a condensed version covering all modules available to their supervisors. The typical module starts with a short film or TV tape addressing a work situation in which a supervisor and employee act out a scenario. The scenario is designed to demonstrate the Critical Steps which will lead to problem resolution. Each student receives a work book in which to record observed "employee" and "supervisor" use/response to Critical Steps. Following the film, an instructor reviews the Critical Steps using a flip chart. Next comes role playing in

which two members of the class, using Skill Practice scripts for supervisor and employee act out situations demonstrating the use of Critical Steps. Students not acting, record supervisor and employee actions/responses in their workbooks. The class is concluded with critiques/discussions of the modeled activities, keeping everything on a positive tone. Where possible, students are encouraged to bring their experiences into the class and to discuss them in terms of the Critical Steps taught. Throughout the class, the three Interaction Management Key Principles, (1) Maintain or enhance self-esteem (2) Listen and respond with empathy and (3) Ask for help in solving the problem, are woven into the discussion. Each student takes cards showing lesson Critical Steps and Key Principles and his workbook away from the course. The DDI course approach derives its effectiveness, and no doubt its wide acceptance, from several factors. First, it makes extensive use of modeling, audio visual aids and role playing to maximize learning. Second, it is hands on, application oriented. Students observe and are coached through application by the instructor and their peers. Third, it teaches communications indirectly through role playing and the critiquing process in every module. Each of the six companies contacted identified communications as the key skill required by supervisors/managers. Fourth, each module deals with specific skills required by trainees in a specific and direct manner. Where possible, skills are related directly to student on-the-job experiences. Finally, each student takes simple memory aids back to his work place.

Again across the board, each company structures its training programs so that learning is an integral part of the work environment. Training is conducted on and off duty, usually off duty in the earlier phases where some measure of worker/supervisor candidate commitment, as a basis for his later active involvement in the learning process, needs to be stimulated. Of the six companies investigated, Digital was the least structured, in keeping with the high value it places on individuality, and McDonald's was the most. At Digital, opportunities for training in-house and in academia are pervasive. So pervasive, that education might correctly be called one of the companies core values. At Digital, it is up to the individual, Field Service people (sales force) excepted as they all get annual training, to seek education. To quote the corporation's training Planning Manager, "Everyone at Digital is free to work in any area or on any project which interests them." At the same time, "the company is very big on standards. Everyone is being evaluated all the time by fifty metrics (mathematically quantifiable standards). People know that if they meet the standards, that if they have an idea with potential on which they work diligently, they will be supported and rewarded. Everyone recognizes training as the key to meeting standards, to developing and promoting their ideas, and to moving up in the area of the company's operations which most interests them."³¹ In short, performance standards are high and ever present, the outcomes of meeting them are valued and the key to both lies in participating in the company training program. At

Digital, the way people get selected for a course is to convince their boss that attendance would be good for them and for Digital. If they don't take the initiative, particularly in the case of new supervisors, they usually wind up at a later date being directed by the boss to attend a course appropriate to their shortcomings. When this happens, it is a "red flag" and it isn't good for the individual concerned. At McDonald's and Caterpillar the situation is quite different, but with the same effect. In these two companies, one must be selected and certified by the training process in order to move up.

As indicated, the process by which individuals move from the worker level to the supervisor/manager level differs among companies. A few like Carlisle, with stable labor forces, select the individuals considered most qualified, promote them and enter them in the company supervisor/manager training program automatically. At Digital, supervisory/managerial training may occur prior to or following promotion, depending upon the initiative of the individual concerned and the approval of his supervisors. At other companies, promotion is contingent upon selection for and completion of supervisor/manager training. In these latter organizations, selection may be based upon psychological tests as it is at 3M, or through the candidate's participation in an assessment center process. The training organizations of all six companies reflected a keen awareness of the assessment center process as a vehicle for both selecting potential supervisors/managers and as a valuable progress evaluation tool of their continuing education program.

Caterpillar, who has used assessment centers for some time as their method of selecting supervisor candidates, has just recently hired an AT&T Assessment Center director to help administer their program.

It can be safely said that all successful companies take great pains, through the use of a demonstrated/potential performance selection process, to identify the most qualified candidates for future supervisory/managerial positions and to provide them with training specifically designed to equip them for the vital role they play in the organization's functioning. Even more important, however, is the manner in which this process is tied to and coordinated with the benefits individuals derive from continued employment with the organization. Whether the program is relatively unstructured as with Carlisle, or highly so as with Caterpillar and McDonald's, the result is the same: controlled selection and training which leads to advancement of the most qualified in an organization which rewards achievement to high quantifiable standards (excellence). A detailed look at McDonald's program is instructive (Annex B). All Restaurant Manager candidates must move through a two to three year evaluation and training process of on-the-job and Regional Training Department conducted training packages. The purpose is to teach all trainees the specific technical, administrative and supervisory/managerial tasks necessary to insure uniform implementation to high standards, of McDonald's principal corporate values: QUALITY, SERVICE, CLEANLINESS and VALUE.

McDonald's program consists of four parts, each with its

on-the-job, self-paced and off the job classroom instruction components. The self paced portion contains booklets and audio visual materials for the trainee and a supervisor's guide that includes "written tests for every step which must be passed with a graded score of no less than 90%."32. These materials, called the Management Development Program (M.D.P.) Volumes 1 to 4 support the training process from a candidate's selection, through graduation as a Restaurant Manager, until the day he retires or leaves the corporation. M.D.P. Volume 1, issued when the candidate is accepted into the program, contains 13 basic McDonald's Restaurant operations tasks (Front counter, French fries, Drive-thru etc.) and 12 functions (Floor control, Motivation & Counseling etc.). Upon completion of M.D.P. Volume 1 and successfully passing all graded tests, manager trainees are eligible to attend the Basic Operations Course (B.O.C.) conducted at a Regional Training Department. B.O.C. is a 20 lesson curriculum intended to reinforce and expand upon M.D.P. Vol. 1. Upon its completion, the trainee returns to his restaurant where he must develop a post-class set of objectives and an action plan for the demonstration of his newly acquired skills. Upon verification of skills acquisition and action plan completion, which must be authenticated by the Restaurant Manager and the Area Supervisor, the trainee is promoted to Second Assistant and issued M.D.P. Vol. 2. Completion and certification of Vol. 2 results in eligibility for attendance of the Intermediate Operations Course (I.O.C.). Successful passage through I.O.C. and post class skill verification/action plan completion leads to

promotion to First Assistant and issuance of M.D.P. Vol. 3. Completion of M.D.P. 3, which includes the Applied Equipment Course (A.E.C.) taught at the Regional Office, leads to attendance of the Advanced Operations Course (A.O.C.) offered by Hamburger University in Oak Brook, Illinois. Again, following completion of an off the job curriculum, the individual returns to the restaurant where he demonstrates his skills, completes a post-class action plan and upon verification of both, is promoted to Restaurant Manager. He is subsequently assigned to the first available restaurant. Thereafter, he will receive M.D.P. Vol. 4 and attend Manager's Seminars and other Hamburger U. courses annually to insure that he remains current on McDonald's operations procedures and values and acquires such other skills as may be appropriate to his performance of higher responsibilities in the corporate structure.

McDonald's runs a superb example of a comprehensive, vertically integrated, skill specific and performance oriented training program which maximizes trainee ability to perform job tasks to high standards, in consonance with corporate values. By design, the program also provides external, and nurtures internal reinforcement of standard achievement because of its direct ties to advancement (valued outcomes). Second only to the program's exemplary and comprehensive organization, is its excellence of execution. Execution characteristics include maximum use of state-of-the-art audiovisual and modeling teaching methods, instruction is by skilled task practitioners, actual restaurant and restaurant mockups are extensively used, high standards are

reinforced through the evaluation system, maximum use is made of group/peer reinforcement and annual refresher training continues throughout the individual's association with the corporation. Other corporations undoubtedly have programs of equal quality, none of which, I submit, are better, and that goes a long way in explaining why McDonald's is the unchallenged leader of the fast food industry.

The importance of continuing self-improvement through company conducted and sponsored training/education is another thread of commonality among excellent corporations. Referring to Rene McPherson's Dana Corporation, Peters and Waterman report that "McPherson's pride and joy is Dana University. Several thousand Dana employees trooped through Dana U. last year. Classes are practical, but at the same time they reinforce the people philosophy. Many classes are taught by seniors--corporate vice presidents (we found a similar phenomenon at Disney U. and McDonald's Hamburger U.)."³³ McDonald's continuing education program has been described above. All other companies I investigated had similar programs. Not one program provided training at specified career intervals, but annually. None left content and standards to the whim of managers, but specified and updated content at least annually and tied it to high, achievable task performance standards.

One company, whose identity must remain unknown for confidentiality reasons, uses training as the primary agent for change throughout the corporation. The corporation president holds regular meetings with his chief trainer. At these

meetings, the president identifies corporate problem areas and solutions, and up-coming changes. Training is charged to work problem solution and change facilitation subjects into all existing and planned courses. Training is constantly fine tuned to support achievement of company goals and values. Excellent corporations recognize that people, not products, machines, systems or balance sheets are the source of their superior status. They understand, that if they are to sustain their position, they must sustain the ability and motivation of their employees. This probably accounts for their interest in, and adoption of, modern training aids. All use modeling and role playing extensively. All are increasingly employing audiovisual teaching aids. Videotapes are an integral part of most DDI materials. Videodisc microprocessors technology, including the use of touch-screens, is rapidly being exploited. Digital is moving ahead rapidly in this later area, convinced that it provides a clearly superior method for teaching assembly and repair of intricate electronic equipment. Videodisc microprocessors are a significant element of what Digital Equipment believes provides them with an edge over their competition; their training and education program.

Recognizing that this cannot be left to chance or the philosophy and talents of each subordinate echelon, leadership of excellent companies takes definitive steps to insure that its selection, training, sustaining, quality control, reward and reinforcing programs are totally integrated and reflected in every employee's training experience every year of that

individual's employment with the company. It is also significant, that the chief supporters and communicators of this and all other corporate values is the company Chief Executive Officer (CEO). His active presence, throughout the company, as the model for corporate values, all other things being equal, is the single distinguishing factor between average and excellent companies.

MILITARY: U. S. Army

Cognitive behavior and motivation theory as it relates to the three major topics of this study can be summarized as: (1) Behavior is not innate or the result of needs or drives, basic physiological functions like eating excepted. It occurs chiefly through modeling and, to a lesser extent, experience. Coached motor reproduction (performance) is the chief determinant of learning accuracy. (2) Motivation to perform behavior is a function of ability to perform it (possession of requisite skills and behavioral training) and expectancy that valued outcomes will result from performance. The existence of valued outcomes and the individual's ability to conceptually link them to performance is central to the motivation process. (3) Intrinsic task value or self-regulation through self-reward is the link between motivation and performance and is directly related to the standards to which the behavior is learned and the credibility of the reinforcing outcomes. This system appears to be fully operational in "excellent companies." In this section, the

Army's approach to training and motivation will be reviewed and compared to that of the "excellent companies" and to theory.

Army training can be generally described as a number of programs (SQT, NCOES, BTMS, IET, ARTEP etc.) designed to meet training needs of individuals/units and overall force manning requirements. It is executed by the MACOMs under direction and coordination of the Army Staff. The army goal is a well trained, highly motivated force capable of deterring and if necessary defeating a potential enemy on a battlefield which, many believe, will be characterized by small teams/units employing sophisticated weapons systems from dispersed locations. Army training strategy to achieve this goal is contained in paragraph 1-7, AR 350-1: "Training will be the top priority for all commanders. Standardization, unit cohesion, and reducing turbulence must receive increased emphasis throughout the Army. To prepare individuals and units to go to war immediately, the Army's training strategy provides for the following:

- * Initial entry trained soldiers who are motivated, disciplined, physically hard and skilled in basic critical tasks.

- * Professional officers and NCOs prepared for progressively higher positions of responsibility.

- * Unit training which develops critical components of readiness:

- ** Combined arms teams which effectively integrate combat, combat support and combat service support.

- ** Expanded and sustained individual skill base. Units continue to provide major portion of individual training.

** Deployment capability based on wartime/contingency mission.

- * Reserve forces able to mobilize, deploy and perform their primary wartime mission.

- * Improved management techniques for allocation and use evaluation of training resources.

- * Standardization of certain crew and battle drills, logistics operations and combat vehicle loading.

- * Support of peacetime requirements and smooth transition to mobilization.

- * Tough standards based on Soldier's Manuals, the Army Training and Evaluation Program (ARTEP) and battle drills.

Paragraph 2-1 of Chapter 2 (The Army Training System) of the same AR states, "Good training is the key to soldier morale, job satisfaction, confidence, pride, unit cohesion, esprit de corps and combat effectiveness. Leaders at every level must understand the training system now in effect, make that system work, and avoid disruptive changes to that system. Components of the Army Training System are individual training, unit training and training support. This system trains soldiers in Soldier's Manual and ARTEP skills, evaluates individual and unit proficiency to perform wartime and contingency missions, and supports training with time, dollars, people, ammunition, ranges, devices, simulation, and literature."

The above quotations are instructive on several points. First, training is identified as the key to soldier morale, job satisfaction (I interpret job satisfaction here to include if not

emphasize, Maslow's self-actualization, Herzberg's intrinsic motivational factors, Bandura's self-regulation through self-reinforcement and my term, intrinsic task value), confidence etc., the subjective characteristics invariably attributed objectively to excellent organizations. Second, tough standards (high standards) is the last of eight elements of the army training strategy, even though it applies to the preceding seven and is generally recognized as the source of the first element. Third, while training of "officers and NCOs for progressively higher positions of responsibility" is the second element of strategy, and the importance of unit training to teach/sustain individual skills (technical skills) is specifically cited, teaching/expanding supervisory and managerial skills (leadership) is not specifically identified. Fourth, at no point in the AR is there any mention of a relationship between skill acquisition/proficiency and career progression or opportunities for self development, greater responsibility etc. (individual outcomes). Finally, while labeled a "strategy," the AR's narrow operational focus makes it in reality a program component of a larger strategy.

The Army Training Plan, provided by TRADOC to HQDA, July 1983 will be used to organize the following description of army training. Programs such as mobilization training, security assistance training etc, which are subsets of an overall training program will not be covered. Officer training has also been omitted as the principles which govern its execution do not differ greatly from those of enlisted training.

INSTITUTIONAL TRAINING: The institutional training base is the foundation of the army training program. It provides Initial Entry Training (IET) on which all subsequent individual MOS training rests, serves as the sole source of formal supervisory and managerial (leadership) training and provides all training support material used in the conduct of individual and collective training in units and institutions.

IET was not investigated to any great degree as part of this study. While there is a minority who complain about the quality of IET, the vast majority of officers and NCOs, over 90% by my conservative estimation, give exceedingly high marks to IET. If there is a problem in the army training program, it lies in what units do with the well trained (in basic individual subjects), highly motivated and eager-to-soldier graduates they receive from IET, not in the quality of the product. These young soldiers reach their units having taken the initial steps in replacing "street," high school and other less mature behavior and values with those of the Army. Their excellence is evident in the pride they take in their appearance and the scores on their Individual Training Record (ITR) and or Training Record Transmittal Jacket (TRTJ). With regard to records, it is unfortunate that ITRs and TRTJs too frequently do not reach the IET graduate's gaining unit in a timely fashion.

Noncommissioned Officer Education System (NCOES). This system, conducted through Service Schools and NCO Academies, supervised on-the-job training, self-study and on-the-job experience is intended to provide progressive and continuous MOS

training from the Primary through Senior level in order to: (1) upgrade readiness, (2) support mobilization, (3) sustain the army with trained leaders and technicians during wartime.³⁴

Significantly, the AR omits peacetime training of leaders, (an oversight no doubt), and any relationship between NCOES and career progression (outcomes). The Army Training Plan does identify NCOES as "the major career progression training mechanism intended to insure competence at the next higher grade."³⁵

Unfortunately, individuals may achieve the next higher grade or move into a supervisory position without participating in the appropriate NCOES course. More often than not, soldiers serve in the grade/position for some time before receiving the appropriate NCOES training. Some, a minority, never do receive the appropriate training. It is interesting to note that a close friend of mine, currently commanding an artillery battalion, finds the problem unchanged from my experience in 1978-79. He writes:

"The enclosed material on NCODP is all aimed at teaching the sergeant how to lead. What we are finding is E5s & E6s don't know how to lead their soldiers nor how to teach their soldiers. We are on a two prong attack. One is teaching the middle level sergeant how to be a sergeant. The second prong is building technical competence. For the latter, I am taking one of my E-7, 13Bs and making him the battalion Master Gunner. He administers a diagnostic test to newly arrived NCOs in order to identify areas of knowledge requiring improvement. He assists Chiefs of Firing battery on Section Chief evaluations - conducted semi-annually."

He, like most commanders, is devoting more resources to NCO leadership and technical training than he should be required to do. The fault lies equally upon the institutional training base

and the use field commanders make of that resource.

Selection for Primary and Basic courses, skill level (SL) one and two, occurs at battalion level through an order of merit list. Battalion Commanders, Command Sergeants Majors and the chain of command are charged "to insure that the right soldiers receive the right training at the right time."³⁶ For the primary course, priority is given to E4(Ps), E5s/E6s who have not attended SL1 NCOES and E4s in NCO positions. For the basic course, priority goes to E5(Ps) and E6s who have not previously attended the course and E4s/E5s filling E6 positions. The six criteria required to gain course order of merit list standing include physical readiness and demonstrated MOS skill proficiency through job book task validation and SQT passage. Promotion list status or present/future leadership position assignment are not prerequisites. While the later two requirements might be overly restrictive as PLDC prerequisites, it seems hard to imagine why they should not be Basic Course requirements. If they were, my friend, as I did before him, would not be experiencing NCO proficiency problems. I also hypothesize that if promotion were tied to successful completion of appropriate NCOES levels, soldiers would be more motivated to learn from the courses they attend (outcomes). Selection for the Advanced (SL3) and Senior (SL4) courses is accomplished at DA and relies heavily on Enlisted Efficiency Report input. Again, there is no formal relationship between course attendance/graduation and duty in leadership positions (senior supervisor or manager level). An exception is the First sergeants course which requires that

graduates be used in the position for which trained as soon as vacancies exist.

Primary Leadership Development Course (PLDC), which replaced PLC and PNOC starting in FY 84, is essentially a SL1 leadership course. The Basic course is a SL2 leadership and technical course. Both are taught by NCO Academies in the field. A brief look at their curriculum is instructive. The Army's failure to give more attention to outcomes is probably its greatest shortcoming. A recent Recruiting Command survey identified post service education benefits and job skills useful in civilian life following discharge as the primary Army attractions for category I and II enlistees.³⁷ Young men are joining the army for post service outcomes. We, the army, need to focus our efforts on replacing post service with in-service outcomes.

The PLDC POI is produced by the Sergeants Major Academy who is charged by DA to develop all NCOES common core subject material. The course contains six major subjects: (1) Leadership (12% of the total hours), (2) Communications (3%), (3) Resources Management (3%), (4) Training Management (9%), (5) Professional Skills (9%), and (6) Military Studies (40%) plus examinations and critique (2%) and academic support /non-academic subjects (24%). A detailed analysis of course content is neither necessary nor appropriate. However, some general comments are required in order to relate army practice to theory and industrial practice.

Leadership. The current PLDC POI, January 1984, states that "this segment is designed to train junior noncommissioned officers in the latest (emphasis mine) leadership concepts so

as to enable them to recognize and improve their individual leadership abilities." The sub-course consists of 13 classes on a broad range of leadership subjects (Principles of Leadership, Human Behavior, Ethics in Leadership etc.). Classes are taught to squad size groups, are generally of two hours duration (Personal and Performance Counseling is a six hour block and two other sub-courses last four hours each) and employ primarily a view graph supported conference followed by a written practical exercise. Only one sub-course, Leadership Styles, employs role playing as a teaching mechanism. Audiovisual aid use is conspicuous by its absence. Perhaps the most notable aspect of the leadership curriculum is its total reliance on Maslow's need hierarchy for its theoretical base. Considering the army's emphasis on learning through coached performance (performance oriented training) which has its foundation in more recent cognitive behavioral theory, this seems to be an unusual circumstance. Also conspicuous by their absence are emphasis on man's potential/desire to excel (Theory Y as opposed to Theory X), the superior potential of positive reinforcement over punishment (reward and punishment are treated with equal stress), and high objective standards of performance. Students are evaluated. All performance tasks are graded go or no-go with 100% go required. A 70% score is the passing grade for written exams. However, the POI states that "evaluation is primarily a subjective process arrived at by observation and analysis." One does not conclude from reading the POI and all the lesson material that the course strives to develop excellence and

performance to high standards as student values. Certainly course material provides ample opportunity for interpretation and for resultant stress on standards should the conducting academy desire to do so.

Communications and Resources Management, seven hours each, are straight forward sub-courses presented in the same manner as leadership.

Training Management uses the Battalion Training Management System (BTMS) Trainers Workshop as the bases for four hours of conference and 20 hours of work group activities. The weight which each section of BTMS should be given at the primary and basic course levels is open for discussion. However, one can not read the BTMS manual's chapter on performance oriented training without concluding that it contains instruction on army training philosophy and techniques which absolutely must be mastered by army leaders at all levels. It is the best publication on the subject I have encountered. It is also superb material for a series of short role playing, modeling and student presentation events.

Professional Skills is a 24 hour block consisting of five sub-courses. It contains 15 hours of practical exercises in such fundamental leader skills as the conduct of physical fitness training and drill and ceremonies. It too is well suited for role playing and modeling and offers excellent opportunities for young leaders to build confidence in their ability to lead while training them in the execution of essential NCO skills.

Military Studies comprises slightly over half of the total

time devoted to academic subjects. Its content is essentially common skill level one military subjects. Of the 29 tasks taught, 18 (2/3ds) are SL 1 common tasks (taught in BCT and sustained at unit level). A total of 33 hours of instruction time, one hour more than is devoted to leadership, is allocated to this essentially remedial training. The remaining 11 tasks/subjects taught are either SL 2 common tasks or critical military subjects in which junior leaders require a basic knowledge. In view of the fact that Annex H (Optional Lessons) to the PLDC POI contains 17 hours of instruction (all but three hours are devoted to SL 2 tasks) which "was determined during the front-end analysis that the junior leader should be trained in the subjects of the annexes," but which "had to be eliminated from the core POI in order to make the course of instruction do-able in three weeks,"³⁸ one has to question the inclusion of so many remedial tasks. This action contains at least two underlying messages which cannot escape at least the subconscious recognition of many PLDC students: (1) Leadership skills are of no greater importance than common military skills, and (2) High standards are not very important since much of the curriculum is devoted to subjects which they were expected to have mastered in IET, prior to attendance. A third consequence is that soldiers whose NCO's prepared them properly find themselves wasting time on material they have already mastered.

The army and the Sergeants Major Academy are to be congratulated for replacing PNOC and PLC with one primary level leadership course. It is an excellent first step on the way to a

coordinated approach to leadership training, but it is only a first step.

Basic Noncommissioned Officers Course (BNOC), is intended to "provide a hard-hitting squad leader, section leader, tank commander and weapons and equipment expert who can lead and train soldiers in the combat environment."³⁹ As stated in the Field Artillery BNOC POI, the course purpose is "to develop a weapons system/equipment expert competent in skill level 3 critical tasks in his MOS who can supervise and train his subordinates to fight, maintain, operate and employ their weapons and equipment." To accomplish this, the five week, 246 hour course is divided into three elements, MOS specific subjects (127 hours), Common Military Education and Training subjects (75 hours) and Administrative time.

MOS Specific Subjects: A review of the POI supports its objective of teaching SL 3 critical tasks. As would be expected, greater emphasis is placed on practical exercises than on conference/lecture instruction methods. Ample time is provided for evaluation.

Common Military and Education subjects: In fairness to the Sergeants Major Academy, it is important to point out that a BNOC Common Core has not yet been developed. The FABNOC teaches a broad range of subjects including Land Navigation, BTMS, Counseling, Duties of the NCO, Equal Opportunity and Prevention of Sexual Harassment etc. The strong emphasis on supervisory duties found in PLDC is absent. Considering that BNOC targets NCOs who are about to or have already ascended to the critical

position of first line supervisor and have not received PLDC supervisory (leadership) training (and have not had similar training for a period of several years), this is a serious shortcoming. On the positive side, 33 hours are devoted to BTMS and its excellent performance oriented training sub-course plus related conduct of training subjects.

Advanced Noncommissioned Officer Course (ANCOC) consists of 168 hours of common core material, MOS specific technical subjects and administrative subjects. Taught at service schools, it is designed "to prepare selected noncommissioned officers to perform duties as platoon sergeants or comparable positions at skill level four.⁴⁰ As earlier stated, selection is accomplished by DA. Comment here will be limited to the common core POI which, like that of PLDC, is a Sergeants Major Academy (SMA) product.

The ANCOC Common Core POI contains six subjects intended to teach senior supervisor/manager skills and selected SL 4 common skills required for duty at the E7 level.

Leadership and Human Relations is a 26 hour block which is similar but not related to the PLDC leadership POI. Though developed at the SMA, it was prepared by a different staff section than the one which prepared the PLDC POI. The ANCOC leadership block clearly lacks the continuity and integration found in PLDC. Neither of the first two sub-courses, each one an hour long (History of the NCO and Perception and Communication) could be described as an introduction to leadership. Sub-course three, Ethics in Leadership, is a five hour block which appears

to be the highpoint of the entire leadership curriculum. It is well done both in content to be presented and the instructions on preparation. Sub-courses five and six deal with motivation/behavior and leadership theory, respectively. As with PLDC, Maslow's need hierarchy comprises the bulk of what is taught. People do have basic physiological needs. Beyond that, however, man is like a big sponge, capable of soaking up a vast variety of behaviors through training. With a little coaching he can repeat, even improve upon what he has learned. To the extent that he perceives repetition of behavior will lead to valued outcomes (chance for advancement, good pay, pay tied to performance, recognition for good work, self-development, challenges, opportunity to think for himself, responsibility, interesting work and creativity⁴¹.), he will repeat it. He will even self-regulate his behavior to high standards in the absence of supervision and near-term reinforcement. There is much more to behavior than need theory, but it is not being taught.

Sub-course seven, Leadership Styles, is a leader/follower preference survey. The lesson makes clear its intent not to prescribe a best method; authoritarian, equalitarian, cooperator etc. since every individual possesses elements of all methods. I find the same shortcoming with this sub-course that I find in the Army War College Self-assessment course. It fails to establish criteria for evaluating ones own leadership strengths/weaknesses. One needs such criteria if self improvement is to be sought. I accept the army preference for situational leadership but only in

the context of an understanding that transformational leadership is a clearly superior style. We may not all be capable of transformational leadership, and there may be times and circumstances where it is less effective, but in most situations, it is the superior style and needs to be emulated. The army can not meet the challenges of today's peace and wartime mission with a majority of authoritarian leaders who are not fully aware of the shortcomings of their style.

The remaining two sub-courses of the leadership block are Performance Counseling (4 hrs) and Contemporary Leadership issues (6 hrs). Both of these sub-courses are ripe for use of role playing and audiovisual aid teaching methods. Neither use role playing. Contemporary Issues does use a one hour TVT. The failure of the entire block to take greater advantage of role playing as an instructional method is, I believe, one of its greatest deficiencies.

The concluding five blocks of the ANCOC curriculum are Communications (27 hrs), Training Management (20 hrs), Resource Management (30 hrs), Professional Skills (22 hrs) and Military Skills (43 hrs). All appear suitably oriented on the kinds of managerial and technical skills required of NCOs at the E 7 grade level. Communications teaches writing and speaking skills. Training is based on BTMS but also covers NCOES and NCOEP. Resource Management covers personnel (everything from reenlistment bars to awards), supply and maintenance. Professional Skills include Military Justice, Drill and Ceremonies, Duty Rosters and other similarly relevant subjects.

Finally, Military skills teaches SL 4 Common skills.

Senior level training (First Sergeants Course and the Sergeants Major Academy Course), and Additional Qualification Training Courses are outside the scope of this study.

Institutional Motivation. If institutional training prepares soldiers, supervisors and managers to perform their respective tasks (expectancy of performance), to what extent is motivation to perform tasks enhanced either by the act of course completion or as a result of material taught? The answer is: very little. Certainly every recruit and NCOES student understands that IET must be completed to join the army and that subsequent NCOES course completion will have favorable impact on promotion potential. However, no NCOES course, other than the First Sergeants Course leads to a duty assignment, to a promotion (30 plus points out of 750 are awarded for appropriate level NCOES qualification on the Promotion Point Worksheet), to a pay increase, or to a reassignment or reenlistment opportunity. The absence of outcomes linked to successful completion explains in great measure: (1) the lack of interest on the part of many NCOs in NCOES participation, (2) the willingness of commanders to keep people out of the program and in the unit because "they can not do without them" and (3) the bludgeoning "fill the quota" approach found necessary in many divisions meet PLDC space allocations. If there was an outcome link, as universally found in training systems of successful companies, individuals and commanders alike would be fighting for NCOES spaces. It would also dramatically improve NCO quality. The decision to send

everyone to ANCOC is a step in the right direction. A better decision would be to send all potential first line supervisors to a basic leadership course/BNCOC before they take on those responsibilities.

UNIT TRAINING: Consisting of individual and collective training, it is conducted through the Skill Qualification Training (SQT) and the Army Training and Evaluation Program (ARTEP). Both SQT and ARTEP have motivation and intrinsic task value in addition to training potential. Since successful mastery of individual skills is the foundation of ARTEP and the sole function of SQT, and since SQT lends itself more uniformly to objective performance evaluation, it will be covered in greater detail.

"ARTEP is the principal diagnostic tool for evaluating unit training."⁴² ARTEP, supported by the full range of training support materials developed and distributed by HQ TRADOC, constitutes the system by which collective task, condition and standard performance behavior is taught and evaluated in the Army. If one accepts, as cognitive behavior theory (particularly goal achievement and social learning theory) and industrial success portend, that the function of training is to insure that behavior is learned and reproduced to high standards, then the success of ARTEP depends upon the completeness of tasks and conditions and the objectivity and level of standards. Each reader of this study carries his own baggage of ARTEP experience. All, however, upon sober reflection must agree that uniformity of

task/condition specificity and standard level/objectivity are lacking. Some tasks, like the conduct of three simultaneous fire missions by a direct support artillery battalion are very specific in terms of task and condition content, are readily evaluated by objective methods and if mastered, are an ample source of individual and collective motivation. Other tasks, such as establishment of a company strongpoint are far less specific in terms of exactly what the task includes and the objective standards against which accomplishment is to be evaluated. TRADOC's current effort to improve task definition through development of a more comprehensive description of sub-tasks included within each major ARTEP task can lead to a substantial improvement in the value of ARTEP as a "diagnostic tool." Clearer task understanding will also improve ARTEP contribution to training, motivation and intrinsic task value development. A second TRADOC initiative which will greatly improve ARTEP is the drill standardization program. Taken to extremes, it could be detrimental-- it will stifle initiative. Developed intelligently, drills are both essential to the effective conduct of warfare and the training/motivation process. In the late 18th Century, the British and French developed artillery crew drills. This was a major improvement, equally important as the improvements in cannon, carriages, munitions and fire control which made artillery the dominant factor on the battlefield through the Korean War. By 1979 when I commanded a direct support battalion, the U. S. Army service of the piece manual for a 155mm self propelled howitzer was no longer

available through publications channels. Although there should have been enough for every crew member to have his own copy of the "bible," we did not have two per battery. I assume that publications of that nature lost favor during the "do your own thing" era of the early 1970s. With the simultaneous loss of experienced NCOs, cannoneer's drill (hop) almost disappeared from the artillery in the field. With it went the individual and group identity and pride that comes from mastering a ritual of ones profession. The quality of section gunnery and weapon care also suffered. The revival of drills offers commanders and NCOs yet another tool to train and evaluate to a standard-- to reinforce and to motivate.

Skill Qualification Testing is the other half of unit conducted training. It is accomplished under the provisions of AR 350-37 Army Individual Training and Evaluation Program (ITEP). The program consists of three elements: Common Task Test (CTT), Commander's Evaluation and the Skill Qualification Test (SQI) and is intended to: (1) Establish evaluation of individual proficiency as part of the army training system, (2) Promote standardization of individual training, (3) Improve unit cohesiveness through evaluation of individual tasks which support the unit mission, (4) Provide information to commanders and MOS proponents on the effectiveness of individual training and (5) Provide objective indicators on soldier MOS-task proficiency for use in career management decisions.⁴³ Each of the three ITEP elements will be discussed separately below.

CTT: The program is administered at unit level on an annual

cycle. TRADOC publishes and distributes a CTT notice listing those tasks contained in Soldier's Manuals of Common Tasks (FMs 21-2 and 21-3) which will be evaluated. Evaluation by hands-on application is preferred. The test is unit administered and locally scored. Results are returned quickly to units for recording in soldiers' Job Books and for use in managing the unit/individual training program.

Of the 78 SL 1 common tasks contained in FM 21-2, only 22% (17) are introduced at the unit level. All the rest, including all but five of the 18 SL 1 tasks contained in the PLDC POI are Basic Training taught, initial entry level common skills. No question, the skills themselves, ranging from engaging targets with individual and crew served weapons to giving first aid, constitute a common base of the profession of arms in the U.S. Army. That is why they are taught in IET and sustained quarterly/semiannually/annually at unit level. SL 1 tasks should also play a role in the individual's self-development, sense of achievement and job challenge. Most SL 1 task standards involve sequence and step inclusion scoring only. Only the land navigation and communications tasks include the greater challenge of accuracy or time standards. This situation may be acceptable for recruits, but it lacks sufficient challenge to motivate soldiers throughout the two to three years of their service until they are promoted to E5. The simple act of completing IET should itself move the soldier to a higher performance standard just as it expands the scope of tasks he is expected to perform. Not one of the 17 shooting SL 1 tasks contains an accuracy standard.

Since readiness weapons qualification and zero requirements have accuracy standards, combining the two with one set of accuracy, sequence and step inclusion standards would make the tasks more challenging and at the same time, reduce confusion/ duplication in unit level individual training. The common skills portion of ITEP lacks orderly primary level progression from IET, through CTT and PLDC, to the basic level (SL 2).

Commanders Evaluation: "As part of the unit training program, battalion and company level commanders will routinely evaluate soldier ability to perform MOS-specific and common tasks critical to the unit mission."⁴⁴ The only function of this program seems to be its role as the authority for requiring SL 1 & 2 soldier's manual task proficiency recording in Job Books. The role of evaluation is amply and well covered in ARTEP, BTMS and related publications. The program could be eliminated as a duplication.

Skill Qualification Tests: The SQT is intended to: (1) Evaluate and compare soldiers in the same or merging MOS and skill level army-wide, (2) Provide a proficiency indicator for use in EPMS decisions of the active army, (3) Provide an overall army indicator of soldier proficiency and (4) Provide a source of objective information for the commander on soldier strengths and weaknesses.⁴⁵ This is accomplished through an annual written test, given to each soldier in skill levels one through four with a primary MOS. The tests are administered at the soldier's duty station and forwarded to the Army Training Support Center for grading. Like CTT, test passage is not directly

linked to promotion, duty assignment, pay or any other outcome. An average score (70%) is required for NCOES order of merit list status.

The SQT program has two elements, learning and evaluation. Potentially there is a third, motivation. As the centerpiece of unit individual training, it must adhere strictly to the fundamental principal that first line supervisors, squad leaders and section leaders, conduct all individual training. This is army doctrine and policy and is clearly stated in the trainer's guide for each MOS and in BTMS AC 83-1 which states "The squad, crew or section leader has responsibility for conducting the individual training of his soldiers. It is not appropriate for an officer or "the expert" in the unit to conduct the individual training on a given subject. Although training by the "unit expert" may seem expedient, it actually subverts NCO professionalism because the junior NCOs are not allowed to develop training skills and to use this technique of leadership." More on this subject follows later. I must inject a comment here made by a fellow combat arms War College student on this subject: "Why would you want to do that, it is inefficient." He was completely serious in his statement. His battalion "maxed" SQT through consolidated, high pressure training. Everyone did well and he could see no reason to do things differently. Although they passed the test, they should have failed the course. Many who do not share his view still get forced into consolidated training because their chain of command simply will not allocate adequate time for duplicative, section/squad level, individual

training.

Just as decentralized individual training is doctrine but frequently not practice, so too is performance oriented training. One has only to review NCOES POIs and note the opportunities missed for role playing or, as we all have done, check section/squad training and find the instructor reading from a soldier's manual while standing next to, but not using, the very item which was the subject of the task about which he was reading. It is frequently easier to talk about it than to assemble the necessary equipment to do it hands-on. BTMS covers the importance and procedures for performance oriented training in great detail. What BTMS does not cover is the tremendous drain on Platoon and First Sergeants' and junior officers' resources, particularly time, required to assist first line supervisors in the execution of their individual training mission. Maybe at some future date the bulk of our NCOs will have reached the technical proficiency level and have completed training in BTMS, thus enabling them to conduct training essentially unaided. They are not there now and the only solution to the problem is for the chain of command to make their support one of its primary goals. In the introduction to this study I stated that my battalion had experienced exceptionally good results with the SQT program as it existed prior to the FY 82 change. This was true for both the hands-on and written components. To assist NCOs in preparing their men and themselves for the written test, each task was assigned to an NCO or junior officer. His responsibility was to identify all publications

associated with the task (FMs, SMs, TEC, etc.), to develop from these publications a list of included sub-tasks and to organize the sub-tasks into a hands-on performance evaluation modeled on the SQT hands-on component. The end result was the teaching of all announced SQT tasks, written and hands-on component, in the same manner. The S-3 coordinated evaluation station establishment and scheduling of each battery through each of the many stations two to three times. This provided each section chief with a standard against which to evaluate his sections progress. Division Artillery provided this service for low density MOS. Not until two to three weeks prior to the written exam, after mastering tasks in the coached and evaluated performance mode, did soldiers take two practice written tests. This was done to improve their test taking skills. The result was a 98% qualification/verification rate for all MOSC in the battalion. I believe that every soldier who was otherwise qualified or would become qualified in the following six months scored 80% or better, solid testimony to the effectiveness of modeling and coached performance based training at the section/squad level. Some will argue that I violated the edict against individual training solely for the purpose of passing the SQT. Not so. We simply allocated those resources incumbent upon the chain of command to provide, required to conduct individual training and maximize motivation. SQT offers a unique evaluation opportunity because everyone can pass. When everyone in the section passes as the result of his own and his sergeant's ability, cohesion and readiness become a reality.

The current annual SQT has no scored, hands-on component. This is unfortunate for several reasons. First, theory supported by experimentation substantiates the superiority of performance oriented learning. Indisputably, people learn better by doing. Assessment Center theory and practice also substantiate the superiority of observed performance as both an evaluation and learning potential instrument. The general preference of successful industrial organizations for performance evaluations over psychological tests or written examinations is another strong factor in favor of this form of evaluation. Second, there is general agreement, in industry and in the army, that writing and reading skills are not strengths of the under 40 American population. This condition is most acute in the blue collar labor force and younger enlisted ranks. Finally, and related to the preceding, multiple choice tests, which by definition have one correct answer and several plausible answers, require skills more apt to be found among managers and executives than among practitioners of technical physical skills. Written tests are out of place for SQT, the Army's "principal diagnostic tool for evaluating individual training."⁴⁶

SQT can, if training is conducted by first line supervisors and if results are linked to valued outcomes like promotion, pay, and duty assignment, be an exceedingly effective vehicle for behavior motivation and the development of self-regulation through self-reinforcement. In describing industry, J. E. Gardner points out that organizational rewards are tied to minimal performance and are more functions of tenure and

continued job eligibility. These rewards are outside the supervisor's jurisdiction, though he does make some input concerning them. Other rewards such as pay and promotion are contingent upon levels of performance and are within the supervisors control to some degree.⁴⁷ This is not the case in the army where meeting performance standards is not linked in any consistent way to EPMS. First line supervisors do have control of such traditional rewards as approval, praise, section/company recognition and favorable comment. But these lower level rewards, particularly in an organization whose personnel turbulence is considerable to say the least, are not adequate to motivate the degree of skill excellence and professional military competence and behavior required to support readiness goals.

NONCOMMISSIONED OFFICER DEVELOPMENT PROGRAM (NCODP):

Conducted by the chain of command and implemented through the NCO Corps under the provisions of AR 350-17, its purpose is to: (1) Strengthen and enhance leadership development of the first line NCO supervisor, (2) Assist and provide guidance in the continuing development of noncommissioned officers, (3) Increase the confidence of the NCO as a leader, (4) Realize the full potential of the NCO support channel for the chain of command and (5) Improve unit effectiveness. The program builds upon EPMS and NCOES which are described as NCODP's "foundation" and stresses "practical application of skills in the individual's unit." Annex B of the referenced AR lists 17 NCODP suggested topics with references and training aids. Topics range from situational

leadership (Drill Sergeant POI) through EPMS (Ar 600-200 etc. plus ETV) and Maintenance and Accountability of weapons and equipment (AR 735-11). NCOES leadership common core POIs are not included as references. NCODP is difficult to evaluate. While DA directs its accomplishment, requires attendance by all potential and actual NCOs and provides a list of suggested topics, execution turns out to be more a function of commander/CSM personality and attitude than a function of DA policy. HQ TRADOC emphasized advising the commander by establishing a NCODP Advisory Board (subordinate commands are authorized to establish boards of their own)⁴⁸. One brigade program I reviewed used NCODP as a vehicle for the CSM to publish standards while another emphasized counseling procedures. A battalion program I reviewed sought to integrate all training (NCOES, individual technical, leadership, general professional etc.) in a kind of NCO 350-1 training directive. There seems to be no agreement or shared understanding of where NCODP fits in unit training, nor on the critical function which it serves. This in spite of worthwhile and useful objectives stated in the AR. Based on my experience, NCODP's lack of a clearly defined role stems from four factors: interest, unit priorities, absence of formal linkage to other programs and training support.

For a variety of reasons, a substantial number of commanders/Command Sergeants Majors never develop an active interest in the program. It is kind of like savings bonds, everyone knows the program is there and it receives periodic emphasis from higher headquarters, but that is about as far as it

goes. Lacking some motivating stimulus, internal or external, NCODP languishes, low on the daily priority list.

An effective NCODP requires resources, chiefly NCO time. There are few units in the army whose NCO's are not operating at their full potential and still falling short of individual and collective training, maintenance etc. standards. Even though NCODP can enhance performance, its conduct will be at the expense of some ongoing activity.

NCODP is not linked, even loosely, to any other program. There are no subjects designed for NCODP which are linked to NCOES participation, EPMS or sustainment of NCO peculiar skills. Prerequisite NCOES training, leadership skill sustainment, group study programs worth EPMS credits and contemporary leadership issues are examples of subjects suitable for linking.

Training support targeting NCODP is possibly the greatest hindrance to a viable program-- there isn't much. The lack of NCODP specific materials in the era of ARTEP, SQT and Soldier's Manuals is a deficiency in itself. That alone carries a message concerning the program's importance. This, combined with the programs other detractors, essentially relegates it to a supporting role in the resolution of some other concern which the chain of command has identified. This in itself is not bad unless that is the limit to which NCODP is used, if at all. AR 350-17 does provide reference and ETV information in support of each topic. Someone still has to perform all the BTMS performance oriented training outline and pre-instruction activities if the resulting one to two hour class is going to be

informative and valuable to the participants. This requires resources. Since all 17 suggested topics are part of the SMA NCOES Common Core, development and distribution of short, hard hitting DDI type packages would seem a viable and useful approach to HELP energize NCODP.

TRAINING SUPPORT: This is the final major area of Army Training requiring comment. Training support consists of all materials developed and distributed by proponent schools, solely or in conjunction with the U. S. Army Training Support Center, which support individual and collective training and evaluation throughout the active and reserve component American Army. The area was not studied in depth thus the following comments are inferred, not the result of detailed research.

Training support, with the advent and wide distribution of tasks, conditions and standards, publications has undergone a small revolution over the last ten years. The revolution complete, so to speak, training support has entered upon a fast paced period of evolution which will last for the foreseeable future. Maintaining the pace is probably TRADOC's second greatest challenge, keeping it all coordinated being the first. Rapid improvements in technology, almost daily, offer new and potentially high return training aids. Stand alone and linked computers and micro processor, video disk computer/microprocessor teaching machines, touch-screen communications, electronic mail linking of all subject area proponents, distribution of selected printed training materials/lesson packets direct from the proponent by computer request, and replacement of all centrally printed and distributed manuals with locally demand printed

products are examples systems which will shortly be available to enhance army training support. The problem will be to choose wisely among emerging systems in order to keep costs within budget constraints without fielding systems which are dated by the time they reach the user. For the near-term, the most fertile area would seem to be increased development and distribution of simulators for individual/crew task training and TVT support for unit and school leadership development training. Great strides have been made in development and fielding of simulators (tank gunnery, forward observer and flight trainers to mention a few). My personal experience with the BT 33 FO trainer in Germany (we conducted 80% of our FO training using the BT 33) reinforces my conviction that soldiers can be trained just as well, even better with certain error isolation capabilities, with simulators as with the actual equipment. If simulators are rated equal in value to the actual weapon for which they are a substitute, the ability to make them more accessible, more of the time, actually makes simulators superior to the real thing. A comparable effort to improve leadership training has not been mounted. Lesson modules, based on the DDI model (Annex A) could be developed by/in conjunction with the SMA as an extension of the leadership common core. These would be used to support NCOA initial NCOES training and NCODP sustainment (recent NCOES graduates) and to update (older pre-common core graduates) training. Looking further out into the future, interactive screen, videodisc microprocessors portend a quantum improvement in classroom and self-paced information attentional, retentional, motor reproduction and motivation components of learning.

The school-field debate concerning which tasks should comprise the body of knowledge of each MOSC and the standard to which each should be performed continues to be an area of disagreement between the "real army" and the schools. Closer and more continuous coordination between proponent schools and division/brigade level commanders is necessary in order to minimize difference is necessary. While the state of training in the field will not support Digital's philosophy that the worker knows his job best, there is a reservoir of knowledge in the field which is not being tapped. Bringing general officer and Colonel commanders back to institutions periodically does not meet this requirement. That is like having the consumer come to the factory to demonstrate his requirements rather than the salesman's visit to the site where his product will actually have to perform. A major focus of this coordination effort should be identification of the highest, realistically achievable, objective evaluation standards for each skill level individual task and each ARTEP collective task. Many of both categories of tasks are not now sufficiently challenging to stimulate the level of performance of which many soldiers are capable. A bi-product of this coordination could be the further integration of still separate programs such as EIB, Gunners Test, Common Military Training, Maintenance Management Inspections etc. To the extent that tasks for all such and similar programs are included in the ITEP repertory, confusion among soldiers concerning what they are expected to know and to what standard is mercifully reduced.

In conclusion, a few general comments are appropriate. First, the emphasis on Maslow's need theory in NCOES leadership

training is not in consonance with the army's objective of providing supervisors/managers with theoretical tools which help them train and motivate their subordinates to achieve high standards and to adopt army values. A great deal of progress has been made in the area of motivation and behavior theory and research since the early 1940s when A.H. Maslow did the majority of his work. It is true that later behaviorists have expanded upon Maslow's efforts, but still other researchers have gone beyond need theory to develop and expand other concepts, particularly that of cognitive behavior theory. Performance oriented training is based on cognitive behavior theory. Learning in general and values in particular are transmitted through modeling, not instruction. Cognitive theory, particularly social learning theory with its emphasis on modeling and role playing appears more relevant to the army's leadership training requirements than does need hierarchy theory.

A concentrated effort to achieve far greater vertical integration of leadership and MOS task training is required. Leadership training as it now exists does not progress logically and in an integrated manner from PLDC through Basic Leadership to Advanced. The SMA is working on this problem but they have just scratched the surface. Subjects such as counseling and role of the NCO are taught at essentially the same level to primary and advanced students even though their knowledge and application requirements for the two subjects differ greatly. SL 1 tasks are taught to the same standard in IET, in units and again in PLDC. Finally, the thrust of ITEP is on readiness and evaluation as ends rather than as means in pursuit of outcomes. The difference is

slight but significant.

CONCLUSIONS

The following are considered to be the most significant results of a comparison of theoretical, industrial and military (U.S. Army) approaches to training, motivation and intrinsic task value.

Cognitive theories and successful companies recognize that high, objectively measurable, realistic standards are essential to the motivation process. In training programs and at job sites, it is the promulgation of high standards of performance which enables individuals to know what is expected of them and to evaluate their own performance (expectancy of performance). When combined with valued outcomes, the minimum result is excellence in pursuit of outcomes. Frequently, self-regulated individual performance at high standards occurs as the prerequisite for self-reward (intrinsic task value). While theory supports and industry enthusiastically uses standards as an evaluation tool (sound familiar?) by which progress is measured and directed toward corporate goals, the army generally avoids them. With a few exceptions which do not impact on the bulk of the army population (tank gunnery, some skill qualification badges and aircraft maintenance), high standards are not part of the army training and operating philosophy. Whether this is the result of too high a concentration of a particular personality type in the army's leadership or some other factor is for someone else to evaluate. However, where successful company leadership and middle

managers comfortably view evaluation in a positive light, army leadership tends to view evaluation as threatening, disruptive and negative. No doubt there is a correlation between successful companies' preference for decentralization and small higher headquarters, and the army's opposite approach.

Army leadership training teaches need theory as the basic tool for understanding and managing behavior. Industry, by intent or superb good luck, bases its supervisory/managerial training on cognitive behavior theory. While one can argue that industry methods have no place in the military, the broad acceptance of company value systems, the preference for performance to high standards, the high regard for training as the vehicle for career advancement and the conviction that their efforts will lead to valued outcomes on the part of employees of successful companies speaks to the contrary.

Successful companies employ extrinsic and intrinsic reinforcement, valued outcomes, as the primary method of motivating acquisition and retention of corporate value-based behavior. Pay, position, responsibility etc. are linked with performance to high standards. From Carlisle Tire and Rubber to State industry in the Peoples Republic of China, motivation is being rethought and rewards based on tenure are being replaced with rewards tied to performance. In the army, tenure, average standards of performance and services to be performed (SRBs) are the primary prerequisites of reinforcement. The army expects performance to occur as a bi-product of the pursuit of readiness.

Contemporary behavior theory and industrial practice in successful companies clearly establishes a relationship between

training and valued outcomes in determining behavior. The army treats the two as separate functions. Through training, principally modeling and coached performance, man can, indeed is eager to, learn a variety of skills. He is limited only by his physical and mental capabilities (both of which are far greater than he is frequently given credit for). Having learned behavior, he is inclined to retain and repeat it, even under the most discouraging conditions, as the result of his belief in the eventuality of desired outcomes or the higher process of self-regulation through self-reinforcement. Industry takes considerable pains to develop and implement training programs which link outcomes (promotion, responsibility, recognition, pay, etc.) to curriculum completion to enforced standards.

Both theory and industry emphasize the importance of modeling and role playing as an instructional method. The army emphasizes conference and written practical exercises as its primary instructional procedure. The success enjoyed by industry, both in the form of marketed training products (DDI) and internal company training practice, in an environment where personnel stability produces a less complex training requirement, underscores the effectiveness of the modeling/role playing method.

Top corporate leadership plays a dominant role in the dissemination of values in excellent companies. In the military, this responsibility is delegated to the MACOMS with a resulting loss of uniformity and continuity of effort. The Army Goals program is an attempt to fill this void. However, the current goals are too many in number, too general in content and, lacking a recognized personal connection with the Army Chief of Staff, are

too easily passed off as another laundry list.

RECOMMENDATIONS

1. That the army implement a three part training strategy to link performance to EPMS.

- * Training, under the staff responsibility of DCSOPS, certifies individuals and units to objectively measurable standards. The principal elements of the training program for individuals would be:

- ** An annual SQT program in which first line supervisors conduct all training, as they are required to do now, to prepare their soldiers for an annual or biennial hands-on and written evaluation (75% hands-on and 25% written). Hands-on evaluation should include a mix of actual equipment and simulators.

- ** A vertically integrated leadership and technical skills NCOES program tied to successful demonstration of selected leadership and MOS skills in the unit as a prerequisite for NCOES attendance.

- * EPMS, under the staff responsibility of DESPER man the force through a revised EPMS which links pay, promotions, reenlistment, reassignment and duty positions to SQT performance and NCOES qualification. EPMS changes would include:

- ** Pay: Superior performance pay for all personnel who verify through SQT at the 60% level and P 1, 2, and 3 pay for those who achieved 70%, 80%, and 90% respectively (dollar amounts to be determined). Funding could be accomplished

by redirecting an annual COLA pay raise to support the performance pay program.

** Promotions: Make NCOES graduation at the appropriate skill level a promotion requirement or award so many points for NCOES skill level qualification on the promotion worksheet that graduates would have a clear advantage. The proposed Promotion Worksheet revision which would award 150 points for military training, 200 for SQT, and none for time in service and time in grade is a step in the right direction.

** Reassignment: Give some preferential treatment to soldiers achieving 75% or higher on their SQT.

** Reenlistment: Bar reenlistment to all personnel who fail to achieve 50% or higher on their SQT. At the same time, shift SRB money to superior performance pay or at least tie SRB payment to demonstrated performance validation (SQT, NCOES etc.).

** Awards: Establish a program to fund unit awards (Unit plaques, unit certificates of achievement, unit certificates of appreciation, commemorative medallion type unit medals, unit seals etc.). Items of this nature play an essential role in a Battalion/company recognition program just as division leadership school patches and sports trophies in the division recognition program.

** Tie NCO status to some combination of PLDC completion, SQT qualification and duty vacancy. Make NCO stripes a recognition symbol of excellent performance and leadership ability.

* The Chief of Staff of the Army and the Secretary of

the Army, as the "Company Chief Executive Officers" and principal source/disseminators of U.S. Army values, assume the responsibility to communicate and coordinate this training strategy.

2. That the Department of the Army direct TRADOC to implement a coordinated and vertically integrated leadership program with the following characteristics:

- * Continuity of program from the primary level, through the basic level, to the advanced and senior levels of NCOES.

- * Emphasis at each level on those subjects with direct application to the leadership positions which soldiers are likely to occupy following graduation. Varying amounts of all other subjects would be taught as survies/introductions or refresher sub-courses as appropriate.

- * Coordinate officer leadership training, through the senior service college level, with that of NCOES to insure compatibility of doctrine taught and a working knowledge of the programs and techniques NCOs are employing.

- * Leadership training based on cognitive and reinforcement theory (Social Learning, Goal Achievement, Management by Objective etc.).

- * Integration of NCODP and NCOES leadership training. Initially NCODP would be used to sustain/provide remedial training for those NCOs who completed primary/basic NCOES prior to the advent of this proposed revision. Ultimately, it would become a vehicle for leadership sustainment/current issues instruction and the accomplishment of selected prerequisite NCOES course materials.

3. That TRADOC be directed to make NCODP a formal part of NCOES by:

- * Developing and distributing NCODP leadership and professional training support materials down to brigade level. Materials would be prepared using the DDI model.

- * Making NCODP a formal part of NCOES by:

- ** Using NCODP as the vehicle to conduct NCO professional sustainment training.

- ** Requiring completion of selected NCOES prerequisite classes, under the provisions of NCODP. Accomplishment would be validated by a senior NCO (1SG or SGM).

4. That the U.S. Army adopt a policy of challenging, achievable, objectively measurable standards of performance as the bases for training motivation and readiness management. Major program elements would include:

- * Renewed emphasis by proponent schools, in close coordination with the field, to identify all mission essential tasks, primary sub-tasks and series of tasks (drills), by skill level and the conditions and standards of performance appropriate to each.

- * In close coordination with the field, identify all common and MOS specific tasks to be taught in OST/BCT-AIT and in NCOES, insuring a progression from IET through ANCOE of skill levels taught and, as appropriate, standards required.

- * Reestablish annual/biennial SQT with a hands-on and written component 75%/25% ratio respectively.

- * Integrate all training: individual, collective,

common military, special qualification, maintenance etc. into a coordinated program which insures that any task or sequence of tasks is drawn from the Soldier's Manual inventory. This insures one standard for every task whether part of SQT, EIB CMMI etc.

- * Initiate a new and pervasive program to sell evaluation as a desirable and valuable training management tool and to eliminate its perception as a graded exercise.

- * Initiate collection of data on unit SQT, ARTEP and National Training Center performance to be correlated with training, equipment and personnel resources allocation, as a pilot project to develop training resources management criteria. SQT, ARTEP and NTC performance can be quantified and compared with a unit's training resources (time, range access, training area access, ammunition allocation, simulator availability, numbers of NCOES graduates etc.). Through analysis, it should be possible to develop data which would facilitate army training management.

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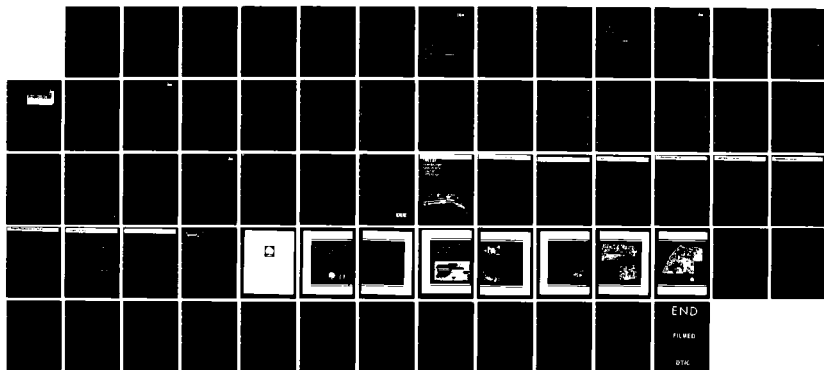
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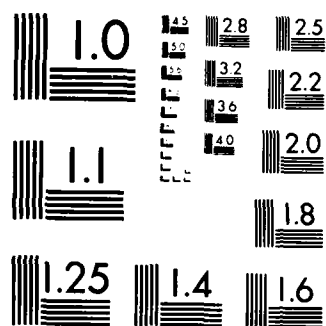
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Day-to-Day Supervision Skills



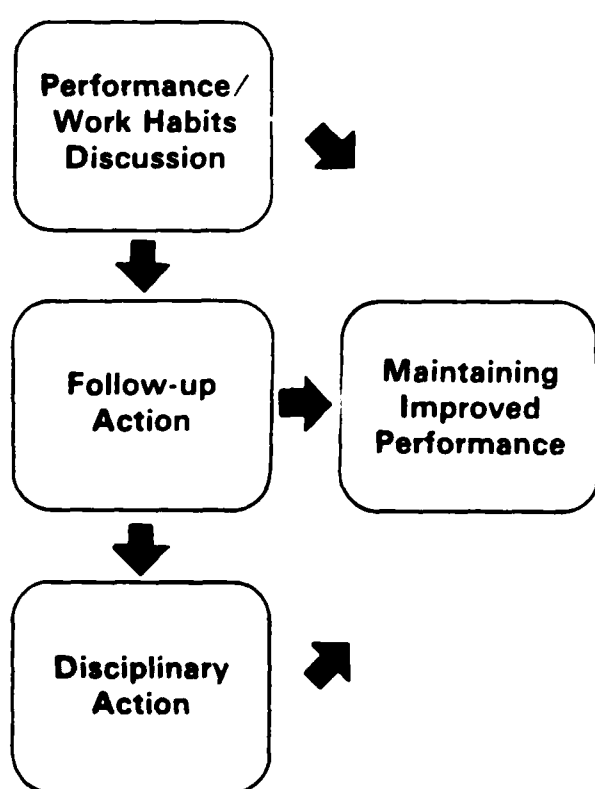
Interaction Management Day-to-Day Supervision skills focus on the work-related discussions supervisors most commonly hold with employees.

Core skill modules give supervisors a planned structure for managing day-to-day employee performance.

Proactive skill modules concentrate on specific situations in which the supervisor must initiate action to solve a problem or respond to an opportunity on the job.

Reactive skill modules concentrate on specific situations in which the supervisor must respond to actions initiated by one of his or her employees.

Core Modules



Day-to-Day Supervision Skills result in

- A consistent, fair, and positive approach to supervision.
- Faster and more effective resolution of performance problems.
- Better supervisor/employee relations.
- Increased productivity through improved performance management.

Improving Employee Performance

Supervisors learn how to involve an employee in solving a performance problem; gain the employee's commitment to specific actions aimed at correcting the problem; and motivate the employee to take those actions.

Improving Work Habits

Supervisors learn how to initiate discussions of poor employee work habits (unsafe practices, poor housekeeping, abuse of equipment, etc.) and gain the employee's commitment to specific corrective actions.

Maintaining Improved Performance

Supervisors learn the high motivational value of sincerely recognizing performance improvement by an employee — a skill which pays off in maintained performance at the higher level.

Utilizing Effective Follow-up Action

Supervisors learn how to take effective follow-up action when an initial performance discussion does not solve a problem. Using IM Key Principles, supervisors show interest in helping the employee succeed on the job, while clearly outlining what will happen if the situation doesn't improve.

Utilizing Effective Disciplinary Action

Supervisors learn to initiate disciplinary action so that it motivates an employee to permanently correct a problem. Using IM Key Principles, the supervisor makes sure that the employee fully understands the reasons for the disciplinary action.

Proactive Skills

Orienting the New Employee

Supervisors learn to put new employees at ease in an initial meeting which clearly outlines the employee's responsibilities, defines the supervisor's expectations, and communicates the supervisor's willingness to help the employee be successful in the new job.

Improving Attendance

Supervisors learn how to approach an employee about an attendance problem, uncover possible causes, and determine with the employee specific actions to be taken to improve attendance and correct the problem.

Reducing Tardiness

Supervisors learn to take quick action when employee tardiness problems develop — before a habit is ingrained. Emphasizing the importance of punctuality, the supervisor helps the employee determine specific actions which will improve the situation.

Overcoming Resistance to Change

Supervisors learn to present necessary changes (new procedures, new assignments, alterations in work rules or hours, etc.) in an open and nonthreatening way, so that employees see the reasons for the change and understand how it will affect them — prerequisites for smooth implementation of change.

Delegating Responsibility

Supervisors learn the important skill of delegation: clearly specifying tasks and performance expectations, dealing with employee concerns, and gaining employee commitment to the new responsibility.

• Motivating the Average Performer

Supervisors learn to recognize instances of above-average achievement by average employees, taking advantage of the best opportunity to motivate these employees toward consistent above-average performance.

Teaching an Employee a New Job

Supervisors learn how to effectively teach an employee a new task: demonstrating necessary technical skills, making sure that the employee can perform the new job satisfactorily, and showing interest in the employee's success.

Gaining Acceptance as a New Supervisor

New supervisors learn to gain acceptance promptly upon assuming supervisory duties, gaining employee support and dealing openly with any issues that may cause resentment. (Particularly important for young or minority supervisors.)

Overcoming Resentment

Supervisors learn to deal with employee resentment by probing for the real source or cause, listening openly and with empathy to the employee's views, and making a fair response which honestly addresses the issues.

Terminating an Employee

Supervisors learn to handle the difficult task of terminating an employee, handling the meeting calmly and objectively while seeing that the employee clearly understands both the reasons for termination and the details of the company's dismissal procedures.

Informing the Union of a Change

Supervisors learn how to inform union representatives of pending changes in a way that minimizes resistance (and potential grievances) when the changes are implemented: by responding openly to questions or comments by the union representative and enlisting his or her cooperation in making the change work

Reactive Skills

Handling Employee Complaints

Supervisors learn to listen empathetically and respond fairly to employee complaints while adhering to organizational policies. Providing this positive reinforcement encourages the employee to bring any complaints directly to the supervisor, rather than voicing them elsewhere.

Handling Customer/Client Complaints

Supervisors learn to deal with customer complaints quickly and with an understanding of the customer's point of view. Using IM Key Principles, supervisors uncover the real cause of the complaint, present the organization's viewpoint, and arrive at a solution agreeable and fair to both parties

Handling Emotional Situations

Supervisors learn to react calmly and with empathy to an emotional employee, finding the real cause of the outburst while maintaining the employee's self-esteem and developing actions which will eventually resolve the problem.

Handling Discrimination Complaints

Supervisors learn to handle discrimination complaints promptly, fairly, and in a manner which resolves the issue within the organization, without involving an outside agency.

Handling Interdepartmental Complaints

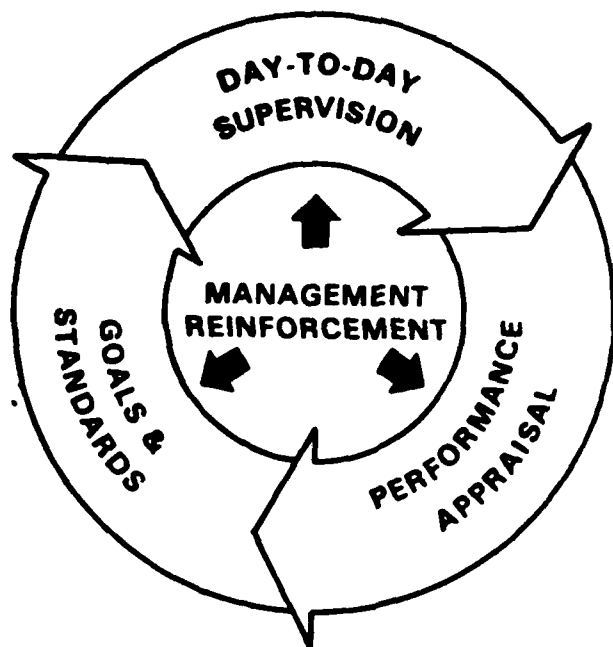
Supervisors learn how to respond to complaints by a peer from another department: showing an understanding of the co-worker's point of view, asking for suggestions and arriving at a mutually satisfactory solution.

Taking Immediate Corrective Action

Supervisors learn to act immediately and positively in situations where a hazardous condition, costly error, or other urgent corrective need exists, remaining calm, giving clear, precise directions, and preventing the recurrence of the situation.

Handling Grievances

Supervisors learn to take action on problems involving union employees before they progress to the costly second- or third-level grievance stage. Supervisors calmly respond to accusations or hostility from an employee or union representative, stating a position consistent with contract terms and supported by upper management



IM Day-to-Day Supervision Skills mesh with Goals and Standards and Performance to form a comprehensive management system for supervisors.

For more details about Interaction Management, contact your nearest DDI office:

Boston	617/731-4146
Charlotte	704/334-1690
Chicago	312/789-8606
Dallas	214/241-3548
Houston	713/370-8867
Los Angeles	213/642-7549
New York	212/736-8860
Philadelphia	215/783-6460
Pittsburgh	412/257-0600
Tampa	813/875-2761
Toronto	416/675-2724
Washington	301/654-0640



Development Dimensions Plaza
1225 Washington Pike, Box 13379
Pittsburgh, PA 15243
(412) 257-0600

Supervisory Training
Management Development
Productivity Improvement
Participative Management
Assessment and Selection
Customized Training



IMPROVING WORK HABITS

Background Information About the Film

Dave Miller is supervisor of the assembly section in a large pharmaceutical manufacturing plant. The section has eight production lines, and several assemblers are stationed at each line. Josie Wagner has been an assembler for 12 years. She is a skilled assembler and her efficiency is usually well above the group average.

Because many workers are new and relatively inexperienced assemblers, group production suffers if the more experienced workers do not perform at 120 to 125 percent of the group average.

Dave has just observed that Josie's line is down and that she is reading a newspaper. All other assemblers are working. Josie had shut down her line on one other occasion. At that time, Dave told Josie to continue working and she did so reluctantly.

Dave has decided to speak to Josie about this poor work habit and has called her into his office.

Background Information About the Skill Practices

SKILL PRACTICE #1

Tom Spencer is shift superintendent at Allied Manufacturing Corporation. This firm manufactures light recreational vehicles such as camper trailers, bicycles, and trail bikes. Reporting to Tom are three manufacturing foremen, the maintenance manager, and the quality control manager.

The firm has been in business about 50 years. During that period, sales have grown so that at its present site there are now four separate manufacturing buildings plus an administrative office building. Phil Chamberlain is a manufacturing foreman with responsibilities in Buildings A and C. Phil's performance as a foreman is satisfactory.

The safety regulations of the plant require that all employees must wear safety glasses while in manufacturing areas. This issue will be the topic of today's discussion.

SKILL PRACTICE #2

B.J. Sloan is a department manager in the accounting office of **E.Z. Bargain, Inc.**, a discount department store chain. Reporting to B.J. are eight clerks, whose responsibilities are to match purchase orders, receiving slips, and invoices from stores and to make proper payment to suppliers. Each clerk works independently with six or eight stores and several suppliers. The nature of the jobs requires the clerks to spend a substantial portion of their time on the telephone.

Marty Cooper, a clerk in the section, has worked for B.J. for 5 years. Marty does satisfactory work and maintains good relations with the stores and suppliers. For the last few weeks, B.J. has noticed that Marty has spent long periods of time on personal phone calls. Because the telephones are used a great deal for business, personal calls are discouraged and must be limited to 3 minutes.

B.J. will meet today with Marty to discuss the problem.

SKILL PRACTICE #3

Ray Godlewski is a shift foreman in a plant that manufactures small-animal foods. Ray has 21 employees reporting to him. These employees have various functions, such as unloading ingredients, mixing feed, bagging the final product, warehousing, and loading trucks. The final products consist of dog food, laboratory animal diet, rabbit pellets, fish food, etc.

Bill Scanlon, a feed mixer, reports to Ray. Bill mixes various kinds of small-animal foods. This is a very precise job and requires a responsible person. The functions of Bill's job include drawing ingredients out of overhead bins, weighing these in a weigh cart, and dumping them into the mixers. The feed is then mixed for several minutes before being drawn off and bagged by the bagging crew.

Because of the nature of mixing, housekeeping is quite a problem. Feed is frequently spilled on the floor, and it becomes a safety hazard. Today Ray has decided to talk to Bill about the housekeeping problem.



IMPROVING WORK HABITS

Skill Practice #1 — Supervisor

Tom Spencer — Shift Superintendent

You are Tom Spencer, shift superintendent at Allied Manufacturing Corporation. This firm manufactures light recreational vehicles including camper trailers, bicycles, and trail bikes. The firm has been in business for over 50 years. Its growth has been good over the past several years and the manufacturing now takes place in four separate buildings. Because of the nature of the business, all employees are required to wear safety glasses when they are in the manufacturing areas. For those employees who ordinarily do not wear eyeglasses, the firm provides a set of plastic eyeglasses.

Reporting to you are three manufacturing foremen, a maintenance manager, and the quality control manager. Each of these is a first-line supervisor. You are a second-level supervisor.

Phil Chamberlain is one of the manufacturing foremen. Phil is in charge of manufacturing in Buildings A and C. His performance as a foreman is satisfactory. His office is located in the administrative building near your office and the engineering department. Since Phil does not normally wear glasses, the firm has provided him with a set of plastic safety glasses. However, you have observed lately that Phil has not been wearing his safety glasses while in the manufacturing areas. In fact, in the last week you saw him on two occasions, Monday afternoon and Wednesday morning, in a manufacturing area without the safety glasses.

You have decided to talk to Phil today about this work habit. You are now entering Phil's office.

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IM-3



IMPROVING WORK HABITS

Skill Practice #1 — Employee

Phil Chamberlain — Manufacturing Foreman

You are Phil Chamberlain, manufacturing foreman at Allied Manufacturing Corporation. This firm manufactures light recreational vehicles, such as camper trailers, bicycles, and trail bikes. The firm is a long-established firm, having been in business about 50 years. During that period of time, it has grown at a very satisfactory rate. It now has four manufacturing buildings located in this immediate area. You are in charge of manufacturing in Buildings A and C. Your office is in the administrative building which is near Buildings A and C. Also located in the administrative building are the engineering department and your supervisor, Tom Spencer, who is shift superintendent. Two other manufacturing foremen also report to Tom Spencer. You have 23 employees reporting to you, all of whom are engaged in the fabrication and the assembly of the vehicles.

Company safety regulations require that safety glasses be worn by all persons in the manufacturing areas. Because you don't normally wear glasses, this means that you must put on plastic glasses when you go into the manufacturing areas. You try to comply, but the plastic glasses are somewhat bulky and do not easily fit in your pocket, and you often do not have them when you need them. If you have left the glasses in your office and you are going to be in a manufacturing area for only a few minutes, you go in without the safety glasses rather than walk back to your office for the glasses and waste time. You feel that it is really not necessary for you to wear the safety glasses in the area because you are not working directly with any equipment which would endanger your eyes. On occasions when you are working with the equipment directly, such as when you are training another person, you do wear the plastic glasses. However, when you are in a manufacturing area for just a few minutes, you don't wear the glasses. You feel that the other two manufacturing foremen agree with you, and they also do not wear their plastic glasses under similar conditions.

Tom is now entering your office.

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IM-3



KEY PRINCIPLES

1. Maintain a supportive relationship.

2. Listen and respond with empathy.

3. Ask for help in solving the problem.

(KP)

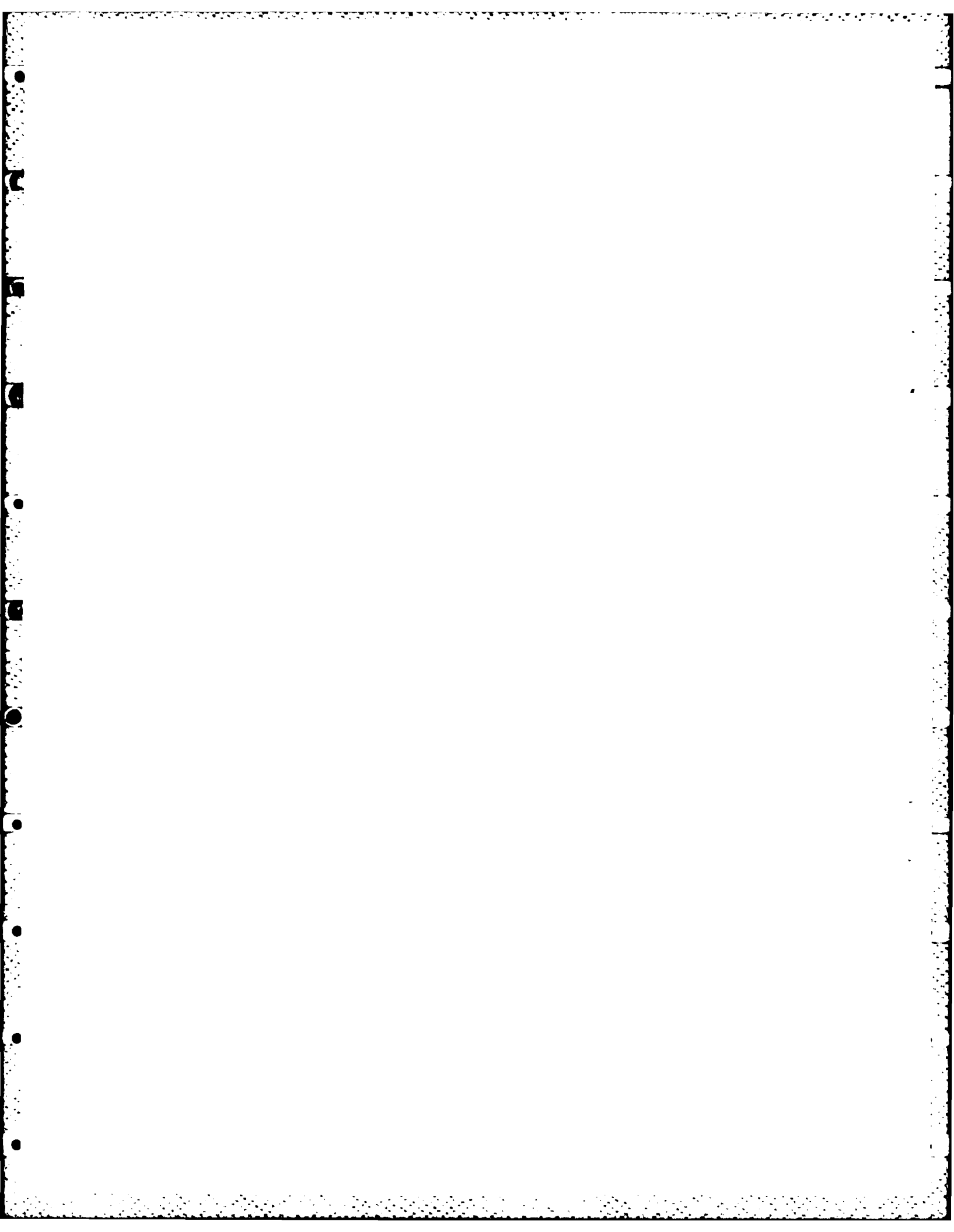
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IMPROVING WORK HABITS

1. Describe in detail the poor work habit you have observed.
2. Indicate why it concerns you.
3. Ask for reasons and listen openly to the explanation.
4. Indicate that the situation must be changed and ask for ideas for solving the problem.
5. Discuss each idea and offer your help.
6. Agree on specific action to be taken and set a specific follow-up date.

(22-3)

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IMPROVING WORK HABITS

As a supervisor, you are often faced with the problem of an employee who is developing a poor work habit, such as sloppy housekeeping, inappropriate dress, unsafe procedures, improper use of the telephone, late reports, etc. A poor work habit which develops in one employee may spread to the rest of the work group. Therefore, it must be handled immediately and effectively.

A poor work habit should be dealt with as soon as it appears, because habits are much easier to change as they are developing than after they have become established. The effective supervisor notices the work habits of the employees in the work group. When an employee starts to develop a poor work habit, the supervisor takes immediate action to change the habit before it becomes a bigger problem.

While a discussion about employee performance refers to the quality or quantity of the employee's output, a work habit discussion focuses on the employee's behavior. Thus, a work habit discussion is a more delicate issue. The supervisor must handle it in a manner that will result in the employee's wanting to change the habit. To do this, it is important that the supervisor take the time to impress upon the employee the reasons for the supervisor's concern.

It is also important for the supervisor to impress upon the employee that the poor work habit must be changed. The objectives of this discussion are to uncover reasons for the poor work habit, to discuss solutions, and then to agree upon specific actions to correct the situation. This discussion will be productive only if the employee realizes that the poor work habit must be changed.

In this discussion, concentrate on specific employee behavior rather than generalizations, such as "sloppy," "goofing off," "lazy," "poor attitude." The employee can relate to specific behaviors but may become defensive if the supervisor uses generalities. Make sure that the behavior you are describing to the employee is behavior that you are certain the employee has exhibited. In other words, be sure of your facts before you approach the employee.

This is a discussion in which it is extremely important for you, as supervisor, to listen. There may be good reasons for the employee's poor work habit. By listening to these reasons and the employee's viewpoint, you are then in a much better position to deal with the situation. If you handle the discussion from only your viewpoint, you will see only one side of the issue. Before you and the employee agree upon action to be taken, it is important that you both have all the facts: (1) those that you have observed, (2) those that come from the employee, and (3) the relevant policies and procedures. Only with all the facts can an effective solution be reached.

Encourage the employee to come up with possible solutions. A solution originated by the employee and supported by the supervisor is a solution which will have employee commitment. Be patient, encourage the employee to come up with ideas, and support the usable ideas.

It is important that this discussion end with an agreement on action to be taken. In the summary statement, be specific as to what you expect the employee to do and make sure you set up a specific follow-up date.

CRITICAL STEPS

1. Describe in detail the poor work habit you have observed.
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4. Indicate that the situation must be changed and ask for ideas for solving the problem.
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IMPROVING WORK HABITS

Notes About the Film

Supervisor

Employee

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2. Indicate why it concerns you.

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Supervisor

Employee

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IMPROVING WORK HABITS Observer's Guide

Supervisor

Employee

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Supervisor

Employee

5. Discuss each idea and offer your help.

6. Agree on specific action to be taken and set a specific follow-up date.

KEY QUESTIONS

1. Describe why the poor work habit concerns the supervisor. _____

2. List the employee's ideas which were supported by the supervisor. _____

3. What effect did the supervisor have on the employee's self-esteem? _____

Explain: _____

IMPROVING WORK HABITS

Observer's Guide

Supervisor

Employee

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Explain: _____

14 SUMMARY

Now that you have learned this interaction skill, you can see that it is a difficult one to handle effectively. However, it is one of the most important interaction skills that you, as a supervisor, will learn. The effective use of this skill will have great impact upon your work group. Poor work habits of some members can spread to other members.

Poor work habits can also have a detrimental effect upon the employee. How many times have you seen or heard of an employee who was a good performer and yet people indicated that the person would have "gone a lot further" if it had not been for some poor work habit?

Sometimes, as a supervisor, you "inherit" employees with poor work habits. This is unfortunate because it creates additional problems for you. Certainly, if the employee has been allowed to develop and maintain a poor work habit over a period of time, it is more difficult to change that habit than to change one which is just developing. However, it is possible to change habits which have been allowed to exist for quite some time. It will take more of your time and attention to do this, but your use of this interaction skill can help you effectively deal with the problem.

It is very important to plan your entire course of action before you start attempting to change an employee's work habit. This must include thinking about the types of disciplinary actions that you are willing to take if the work habit does not improve. You do not want to have to change your position about the need to correct the work habit because you have not previously thought through the actions you can and will take.

Once in a while, there may be a case in which there is an excellent reason for you to change your position about improving the work habit. This could be when, in your discussion with the employee, you receive information that you did not previously have. A health problem or a serious problem within the employee's immediate family might be causing the employee to temporarily have a poor habit. However, many times there are not good reasons for a poor work habit, so in all cases, you must think about the eventual disciplinary action that you are willing to take, before you start the IMPROVING WORK HABITS discussion.

In the space below fill in the information concerning an employee who is now in your work group and has a poor work habit:

1. Description of the poor work habit:

2. Reason(s) why this concerns you:

In the next 2 weeks, list in the space provided the specific time, place, and date that you observe the work habit.

Now that you have this information, you are prepared to sit down and discuss the poor work habit with the employee. Note that in this outline you were not asked to come up with solutions. It is unwise to come up with firm solutions before you have the employee's input about the work habit. Solutions for solving the problem have to be arrived at during your discussion with the employee. Certainly the best solution is the one which takes into account the points of view of the employee, yourself, and the organization.

Remember that the best way to get commitment for improving a work habit is to encourage the employee to come up with a solution and then for you to support that solution. This approach, where the employee originates the idea and you support it, will bring about more employee commitment than any other approach.

IMPROVING WORK HABITS

Describe Your Own Situation

SUPERVISOR'S INFORMATION

SUPERVISOR _____
NAME JOB TITLE

Work setting:

Describe the poor work habit observed:

Reason(s) for supervisor's concern:

EMPLOYEE'S INFORMATION

EMPLOYEE _____
NAME JOB TITLE

Reasons for the poor work habit:

Suggestions for solutions:

Employee's reaction to the supervisor's concern:

NOTE: Before starting the skill practice, the participant who is the "supervisor" should have time to study the top half of this worksheet and to plan the discussion. The "employee" will use the bottom half of this worksheet.

YOUR NAME

GOALS AND STANDARDS/ PERFORMANCE APPRAISAL MODULES

Goal-setting and performance appraisal skills training is an important part of a supervisor's development.

Supervisors who clearly define their performance expectations with employees through objective, achievable goals and standards — and gain employee commitment to attaining those goals — are likely to have work units characterized by high motivation and high output.

Similarly, supervisors who handle appraisal discussions as positive communications — fully preparing employees for their reviews, objectively evaluating satisfactory and unsatisfactory performance, and working toward future improvement — will find employees actually wanting to improve their own job performance.

Interaction Management **Goals and Standards/Performance Appraisal** modules offer comprehensive skills training in employee performance management.

Goals and Standards modules help supervisors . . .

- establish and communicate objective performance criteria with their subordinates
- effectively review progress toward achievement of the goals and standards — eliminating "surprises" at performance appraisal time

Performance Appraisal modules help supervisors . . .

- evaluate employee performance in light of the supervisor's expectations
- conduct "future-oriented" discussions which emphasize further improvement
- prepare employees for their appraisals so that each session is productive for both supervisor and employee

Since managers are involved in any performance evaluations which take place within their area of responsibility, **Goals and Standards/Performance Appraisal Skills** includes **Management Reinforcement** modules to help managers

- reinforce the management skills of their subordinate supervisors
- plan performance appraisals with supervisors
- help supervisors solve goal-setting problems

Goals and Standards/Performance Appraisal modules are fully integrated with Interaction Management Supervisory Skills. Together, they form the most comprehensive supervisory training program ever assembled in one package—the total supervisory training system.

PERFORMANCE APPRAISAL SKILLS

Preparing an Employee for a Performance Appraisal (IM-41) — For an appraisal to be effective, both the supervisor and employee must be well prepared. In this module supervisors and managers learn how to inform an employee of an upcoming performance appraisal and to prepare the employee for the discussion. Participants also learn to explain the purpose of the appraisal discussion, to outline topics to be covered, and to ask the employee to bring pertinent data and suggestions to the appraisal meeting.

Film Setting: Information systems department of large organization. Supervisor schedules performance appraisal with project leader who is concerned about how objectively the supervisor will be able to rate his performance.

Discussing Satisfactory Performance With an Employee (IM-42) — The skills developed in this module help maintain and/or improve the productivity of the satisfactory or outstanding performer. Participants learn to evaluate and feed back the specifics of satisfactory performance. The supervisor and the employee compare current performance to goals/standards, discuss problem areas, and agree on solutions. Time is allotted for discussing other job-related issues which are important to the employee.

Film Setting: Regional office of firm selling telephone services and equipment. Sales manager conducts performance appraisal with account manager who, while a satisfactory performer, is expecting an outstanding rating.

Discussing Unsatisfactory Performance With an Employee (IM-43) — This module teaches supervisors how to bring the unsatisfactory performer to an acceptable performance level. The unsatisfactory performance discussion focuses on actual performance as compared to goals/standards. The supervisor learns to discuss consequences of continued unsatisfactory performance with the employee. The supervisor uses inputs and comments from the employee to determine action plans for improving performance. A major part of this discussion is devoted to gaining the employee's commitment to improving performance.

Film Setting: Accounting department of large wholesale/retail office supply company. District credit manager conducts performance appraisal with credit collections analyst whose performance has been unsatisfactory in several areas.

Discussing Salary With an Employee (IM-44) — Supervisors and managers learn how to explain the organization's current salary policy, to review the data upon which the salary decision was based, and to explain the salary adjustment being made. Participants also learn how to handle questions and objections the employee may have about the salary adjustment. (The salary discussion may or may not take place at the time of the performance appraisal, depending upon the policy of the organization.)

Film Setting: Word processing center in consumer products company. Supervisor discusses salary adjustment with employee whose performance has been satisfactory.

Performance Appraisal Applications (PAA) — This module teaches supervisors how to prepare performance appraisals based on previously established and communicated goals and standards. Through individual and group exercises the participants learn to: gather performance data, evaluate performance against each goal, rate overall performance, and schedule the proper time and place for an appraisal. As a result of this session each supervisor prepares and practices a performance appraisal that will be conducted with one of his/her employees. (No film needed with this module.)

GOALS AND STANDARDS SKILLS

Establishing Performance Goals/Standards (IM-31) — This module emphasizes the benefits of establishing effective goals and standards, and teaches a step-by-step approach for setting unit and/or individual goals and standards. Supervisors and managers learn to formulate goals or set standards that are challenging, yet attainable. Final agreement on goals occurs in subsequent negotiation with the employee(s). This module enables participants to define unit goals for their department or work area and develop goals and standards for two positions reporting to them. (No film needed with this module.)

Preparing an Employee for a Goals and Standards Meeting (IM-32) — Supervisors and managers learn how to prepare employees for a goals/standards meeting. Since goals and standards meetings are most effective when the employee is willing to actively participate, it is important to inform him/her in advance of the purpose of the meeting and what he/she needs to do in preparation for it.

Film Setting: Branch office of large commercial bank. Branch manager informs loan officer of upcoming goals and standards meeting

Communicating Performance Standards (IM-33) — Supervisors and managers learn the skills needed to communicate standards to employees and to determine measurement methods. Since the employee typically has little input into the establishment of work standards, this discussion requires considerable skill if commitment to the standard is to be achieved. The supervisor can get this commitment by fully describing the process for setting standards and indicating to the employee why the output requirements are fair. Supervisors and managers also learn to handle common objections such as "the standard is too high" or "why didn't you consult with me?"

Film Setting: Large printing company. Press crew supervisor informs press operator that performance standards have been raised for operators of new high-speed equipment.

Negotiating Performance Goals (IM-34) — Participants learn the skills necessary to negotiate and finalize performance goals with an employee. Though many supervisors recognize the benefits of allowing subordinates to participate in the goal-setting process, they often avoid this approach due to lack of confidence in their own ability to reach mutual agreements. Others are concerned that mutual goal-setting will erode their authority. In this module supervisors and managers learn to negotiate and measure goals that contribute to department objectives and which allow the supervisor to maintain sufficient management control.

Film Setting: Shipping and receiving section of plant which manufactures home products. Supervisor explains unit goals and negotiates goals for shipping crew with lead shipper.

Optional Administrative Series Setting: Large bank. Branch manager negotiates performance goals related to new business development, loan volume, and deposits with lending officer.

Reviewing Performance Goals (IM-35) — Supervisors and managers learn how to monitor the employee's progress toward attaining agreed-upon outcomes. With appropriate and timely data, the employee and the supervisor can take immediate corrective action when problems arise. Emphasis is placed on utilizing existing organizational information systems and avoiding unnecessary complexity.

Film Setting: Shipping and Receiving Department of manufacturing plant. Department supervisor conducts quarterly goal review discussion with forklift crew leader.

Communicating Standards and Negotiating Goals (IM-36) — Many supervisors and managers must communicate standards and mutually negotiate goals with their subordinates during a single discussion. This, as well as other goals/standards modules, develops the necessary skills by providing each participant the opportunity to skill practice actual on-the-job situations. Supervisors and managers learn how to gain commitment from employees to achieve standards, as well as how to motivate employees to reach goals. Supervisors also learn to involve the employee in determining methods for measuring goals/standards.

Film Setting: Research laboratory. Engineering manager discusses new performance standards and negotiates upcoming year's performance goals with senior technician.

Reviewing Performance Goals and Standards (IM-37) — Supervisors and managers learn to discuss the employee's progress and the ongoing appropriateness of the performance goals and standards. The frequency of periodic reviews depends upon the employee's length of service, current performance, and the need for revision of standards. Supervisors and managers also learn to gain recommitment to achieving the goals and standards, to identify barriers to performance, and to arrive at methods for helping the employee meet goals and standards.

Film Setting: Research laboratory. Engineering manager conducts discussion with senior technician, reviewing progress toward annual goals and degree of success in meeting performance standards.

GOALS AND STANDARDS/ PERFORMANCE APPRAISAL — MANAGEMENT REINFORCEMENT MODULES

Planning the Performance Appraisal (MR-3) —

Managers impact upon all performance appraisals which take place within their areas of responsibility. This impact is more significant for difficult or potentially sensitive appraisals (as in the case of a key employee or unsatisfactory performer), as the manager may need to help the supervisor plan the appraisal discussion. In this module managers learn to discuss with their supervisors the employee's actual performance compared to goals/standards, ratings, anticipated problem areas, and tentative future plans before the actual appraisal.

Film Setting: Corporate office of consumer products company. Supervisor of word processing center meets with manager to plan performance appraisal for corresponding secretary whose performance is satisfactory.

Reviewing Performance Appraisal Outcomes (MR-4) —

After the appraisal with the employee has been completed, the supervisor and manager review the specific results of the discussion, touching on specific actions which will help the employee to maintain or improve next year's performance, the employee's career aspirations, and any other issues which were raised during the discussion. In this module, the manager learns to provide support and assistance as required by

the supervisor, based on the specific outcomes of the appraisal. By conducting the review discussion, the manager shows that the appraisal system is important, while reaffirming support for the supervisor.

Film Setting: Corporate office of consumer products company. Supervisor of word processing center meets with manager to review performance appraisal conducted with corresponding secretary.

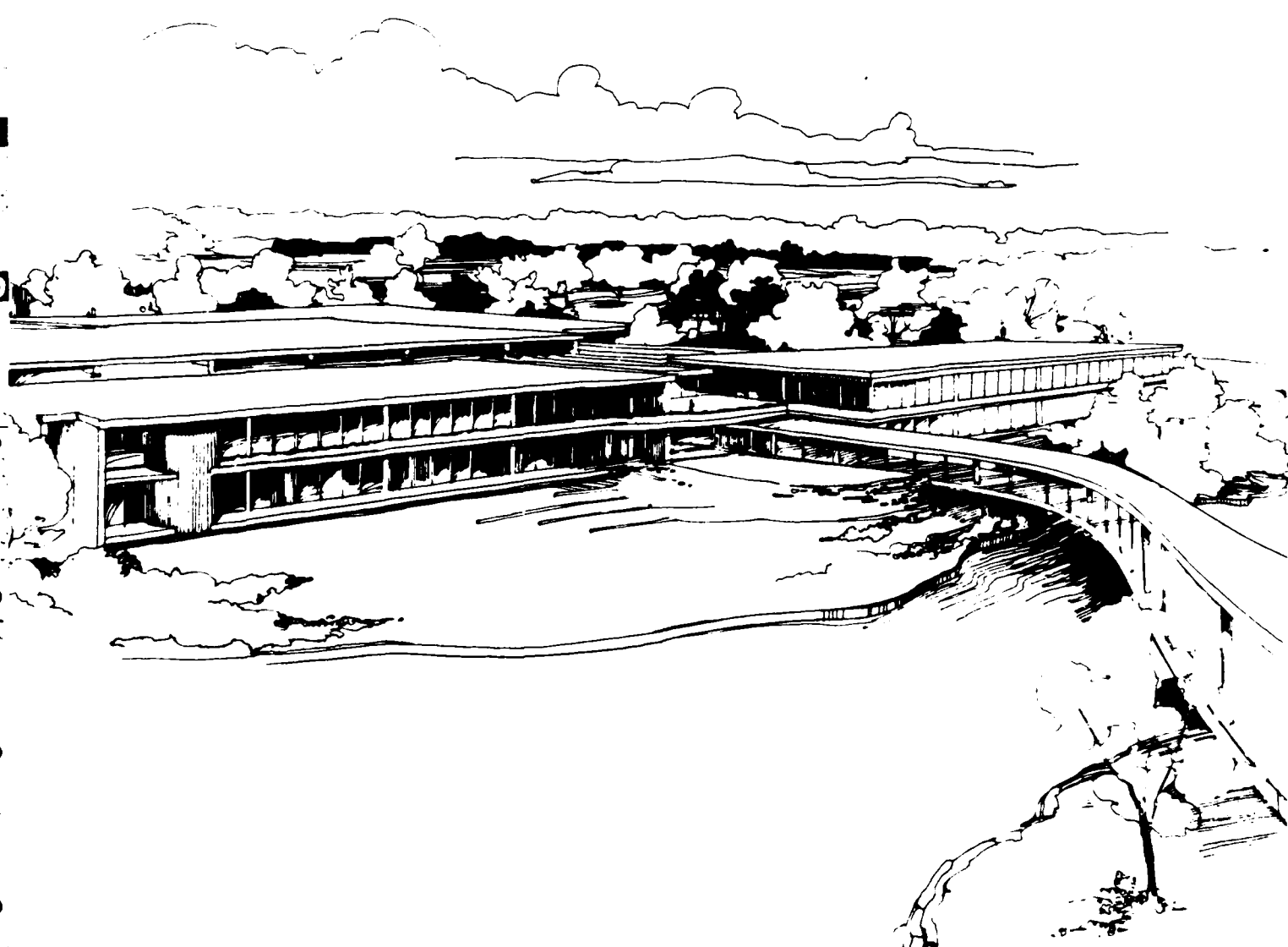
Overcoming Goals and Standards Implementation

Problems (MR-8) — In order to successfully introduce and manage goals and standards in an organization, the manager must get involved at critical points in the process. In this module managers learn to reinforce supervisors as they set goals and standards with employees. They do so by coaching supervisors, modeling problem-solving behavior, and by offering support. Managers also learn to create a non-threatening discussion environment which will make it easier for supervisors to probe causes and explore solutions.

Film Setting: Electronics manufacturing company. Manager meets with supervisor of purchasing department to discuss progress of Goals and Standards Program, and to encourage continued use of program.

1983-84

Hamburger University Course Offerings



Introduction to Hamburger University

Hamburger University is McDonald's Management Training Center. It provides Operations training to specific individuals in the Operation's career path and both general and specific training to appropriate home office personnel. It accomplishes this task in several ways:

1. In cooperation with the Regional Training and National Field Training staffs as part of the Operations Training sequence.
2. In cooperation with concurrent Home Office Training activities.
3. Through a resident faculty of Operations professionals
4. Through the assistance of guest faculty with specific subject matter expertise from various home-office departments

This bulletin outlines the 1983-84 course offerings available from Hamburger University. All courses offered are restricted to

1. Employees of McDonald's Corporation
2. Owner/Operators and their employees, to include store management, supervisory staff, training staff, and office staff
3. Non-McDonald's personnel who work for McDonald's suppliers.

Any other individual interested in attending a particular course should request permission through the appropriate Hamburger University Registrar.

The following general policies and procedures apply to ALL Hamburger University courses

Registration

All students planning to attend any course must be pre-registered. For some of the operations courses, individuals are automatically registered for the appropriate course as a result of promotion to a new mid-management position — Area Supervisor, Field Consultant, Training Consultant, Operation Department Head

For all courses, individuals may request a Registration form from the appropriate Hamburger University Registrar or from their immediate Supervisor. Generally, registration is on a first-come, first serve basis, though special requests may be submitted to the Dean, Assistant Dean, or Mid-Management Training Manager

All students receive confirmation of their registration via a confirmation letter.

Hotel

While The Lodge is under construction, all students attending a Hamburger University class where overnight accommodations are required, have a room reserved in their name at a hotel. The Elk Grove campus uses the Midway Motor Lodge in Elk Grove and the Oak Brook campus will use the Hyatt Oak Brook. The room will be for double accommodations unless the course registrar is specifically directed otherwise. Room reservations are guaranteed. Any registered student who cannot attend a class on the date

he/she has been registered for, must call Hamburger University to cancel the reservation. Call at (312) 920-7890, Oak Brook campus or, (312) 593-3230, Elk Grove campus

Cancellations occurring beyond Hamburger University normal business hours can be called directly to the hotel until the Sunday, 12:00 noon, preceding the class. The numbers are: Hyatt Oak Brook — (312) 654-8400 and, Midway Motor Lodge — (312) 981-0010.

Registered students who cancel and fail to observe this cancellation procedure will be billed for one night's lodging at the hotel. All bills are to be settled in full at time of check-out.

Travel

Students who are traveling from out of the Chicago area should plan to arrive no later than the evening before the class begins. Return flights should not be scheduled before 3:30 P.M. on the last day of class. A.O.C. students should not schedule a return flight before 11:00 P.M. on the last day last day.

Transportation will be provided to and from O'Hare Airport. Further information concerning this can be found in the student's Hamburger University confirmation letter.

Expenses

There is no charge to the student for any courses offered at Hamburger University. All notebooks, paper, pencils, and other necessary supplies are provided. However, the student is responsible for all per diem expenses, including lodging, meals, travel, and miscellaneous expenses.

College Credit

It is now possible to receive college credit for having successfully completed most training courses offered at Hamburger University. As a result of credit recommendations made by the American Council on Education, interested students can have their McDonald's courses entered into a computerized Registry for a nominal fee. On students request, the Registry will generate a transcript of completed McDonald's courses which can then be sent to a particular college or university to be applied toward a college degree.

The specific details of this program are explained as a part of each course offered at Hamburger University. Specific college credit recommendations for each course are included in the course descriptions which follow.

Students interested in seeking retroactive credits for H.U. courses for which they are eligible for credit should submit a request in writing along with a photocopy of the course diploma.

Prerequisites

Course prerequisites have been established for all of the Operation courses and are identified in the following course descriptions.

Operations Courses

Advanced Operations Course (A.O.C.)

A.O.C. is a key step in the sequential development of a McDonald's manager. It is an intense eleven (11) day educational and motivational experience. It focuses on the controls necessary to run a successful business, the equipment and its maintenance, and most importantly, the skills and techniques required to successfully deal with bosses, peers, and subordinates. A.O.C. affords the opportunity to learn from the operational experts, as well as to share problems and solutions with other managers from all over the world. The course utilizes sophisticated audio visual techniques. In almost every case the material taught and the testing procedures utilize an application approach to store operations training. The course has been designed to enable each graduate to leave with the ability to positively impact their store's operational effectiveness and increase sales and profits.

Prerequisites

McOpCo personnel, Franchisee personnel, as well as Registered Applicants must attend a regional Basic Operations Course and attain a minimum score of 90 points on the regionally administered two part A.O.C. Entrance Examination. The A.O.C. Entrance Examinations are available from your Regional Training Department. In addition, McOpCo personnel and Registered Applicants must have completed Volumes 1, 2, and 3 of the Management Development Program. Corporate and Regional office staff, as well as Franchisee staff, will be handled individually and should contact the A.O.C. Registrar at (312) 920-7891, Oak Brook campus or, (312) 593-3230, Elk Grove campus.

Registration

Once the Entrance Examination has been successfully passed or reviewed (see above), the A.O.C. Registration form must be completed. The fully completed form should be mailed to the A.O.C. Registrar at Hamburger University. Class size dictates that all registration be handled on a first-come, first-serve basis. If the "primary class" requested is filled, then the student will be placed in the "alternate class" requested or the next available class.

Content

The general objective of the Advanced Operations Course is to further develop the student's skills and knowledge in how to successfully manage a McDonald's restaurant.

Course Content Includes:

General Management

- Management by Objectives
- Decision Making
- Teambuilding
- McPac I, II, and III
- Computer Simulation
- Applied Personnel Practices I and II
- Managing Training
- Time Management
- Marketing
- Competition
- O.S.C. & V. and U
- History of McDonald's

General Equipment

- Basic Refrigeration
- HVAC — Exhaust Fans
- Beverage Systems
- Small Equipment
- Equipment Labs

Equipment Electives

- Grill — Gas, or Electric
- Taylor — Direct Draw/Sundae, or Combination Machine
- Fryer — Frymaster Gas, or Electric (all models), or Pitco, or Vulcan-Hart
- Ice Machines — Kold Draft, or Manitowoc, or Whirlpool

Course Schedule

1983

#338	Jun.	6 — Jun.	16	
#339	Jul.	11 — Jul.	21	
#340	Jul.	25 — Aug.	4	
#341	Aug.	22 — Sep.	1	
#342	Sep.	12 — Sep.	22	Spanish/Dutch
#343	Oct.	3 — Oct.	13	Chinese
#344	Oct.	24 — Nov.	3	Portuguese
#345	Nov.	7 — Nov.	17	French
#346	Nov.	28 — Dec.	8	

1984

#347	Jan.	9 — Jan.	19	
#348	Jan.	30 — Feb.	9	
#349	Feb.	20 — Mar.	1	French
#350	Mar.	12 — Mar.	22	Chinese
#351	Apr.	2 — Apr.	12	Portuguese
#352	Apr.	23 — May	3	Dutch
#353	May	14 — May	24	
#354	Jun.	11 — Jun.	21	Spanish
#355	Jul.	9 — Jul.	19	
#356	Jul.	30 — Aug.	9	
#357	Aug.	20 — Aug.	30	
#358	Sep.	17 — Sep.	27	Spanish
#359	Oct.	15 — Oct.	25	Chinese and Portuguese
#360	Nov.	5 — Nov.	15	French and Dutch
#361	Dec.	3 — Dec.	13	

- Classes in which simultaneous translation will be provided in designated language. Twenty (20) positions are reserved for non-English speaking students in each class.

College Credit Recommendations

2 Semester Hours — Lower Baccalaureate Level — in Food Service Equipment

2 Semester Hours — Upper Baccalaureate Level — in Personnel Management

4 Total Semester Hours

Credit Recommendations are retroactive to January 1974

Operations Courses

Post Graduate's Course (P.G.C.)

Prerequisites

The Post Graduate's Course is targeted for Owner/Operators and their spouses with three to five years of experience in the System and, who are also involved in daily operational decisions. It is also open to company personnel who are Directors or above. Licensee Supervisors or Licensee Operations Manager may also attend, provided they attend with their Owner/Operator, or their Owner/Operator has attended a previous Post Graduate's Course. Operators are encouraged to attend the Post Graduate's Course before attending the Master's Course.

Registration

P.G.C. registration is on a first-come, first-serve basis. Course size is limited to twenty (20) individuals. Registration forms are available from the Regional Training Department or Hamburger University, and will be provided upon request.

Course Content Includes:

- The Training Experience
- A O C Review
- Teambuilding
- Computer Simulation
- McPAC
- Stress Management I & II
- Counseling
- Appropriate Leadership
- Values
- Equipment Update
- Competitive Environment
- Training Pay-Off
- Management Speaks Out
- Q S C & V and U
- Electives: Scheduling or Equipment Labs

Course Schedule

1983

#3	Jul	11 — Jul	15
#4	Sep	26 — Sep	30
#5	Oct	17 — Oct	21

1984

#6	Jan	23 — Jan	27
#7	Feb	13 — Feb	17
#8	Mar	12 — Mar	16
#9	May	7 — May	11
#10	Jun	4 — Jun	8
#11	Jul	9 — Jul	13
#12	Jul	30 — Aug	3
#13	Oct	1 — Oct	5
#14	Nov	5 — Nov	9
#15	Nov	26 — Nov	30

Masters Course

Prerequisites

The Masters Course is targeted at Owner/Operators and their spouses, with at least one year of experience as Owner/Operators. It is also open to company personnel who are Directors or above. Licensee Supervisors or Licensee Operations Managers may also attend, provided they attend with their Owner/Operator, or their Owner/Operator is a Master's Course graduate.

Registration

Registration is on a first-come, first-serve basis. Course size is limited to twenty-two (22) individuals with a maximum of three (3) company employees. Registration forms are available from the Regional Training Department or Hamburger University and will be provided upon request.

Content

The overall goal of the Master's Course is to respond to the needs of the Owner/Operator in three (3) specific areas of business:

1. Financial analysis and forecasting
2. Organizational development
3. Executive development

In addition the course will provide the Owner/Operator with added information about the Corporation and its departments.

Course Content Includes:

Financial Analysis and Forecasting

- Tax Planning Seminar
- Tax Legislation Update
- Property Taxes
- "The Corporate Audit"
- Banking and Finance
- Financial Practices
 - Breakeven Analysis
 - Cash Flow Analysis
 - Reinvestment

Organizational Development

- Local Store Marketing Strategies
- Operations Development Update
- Personnel/Labor Relations Issues
- Government Relations

Executive Development

- "The Management Process"
- Time Management Strategies
- Top Management Forum

The five-day program contains no tests and limited social activities.

Course Schedule

1983

#26	Oct	3 — Oct	7
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1984

#27	Feb	13 — Feb	17
#28	May	14 — May	18
#29	Sep	17 — Sep	21
#30	Dec	10 — Dec	14

College Credit Recommendations

2 Semester Hours — Upper Baccalaureate Level — in Seminar in Restaurant Management

Credit Recommendations are retroactive to December, 1977.

Operations Courses

Area Supervisors Course

Prerequisites

The class is targeted toward the new McOpCo Area Supervisor with 90 days on-the-job experience. The course is open to Company Employees only.

Prior to attending the Area Supervisor's Course the new Supervisor should read the McOpCo Area Supervisor's Handbook, and should have successfully completed Volume 1 of the Area Supervisor's Development program, which is available from the Regional Training Department. It is also strongly recommended that the Supervisor view the three financial videos referred to in Volume 1 prior to class attendance.

TVT — 18MM-03 Balance Sheet
TVT — 18MM-02 Cash Flow Analysis
TVT — 18MM-01 Break-Even Analysis

Registration

All new McOpCo Supervisors are sent a letter and registration form when they are promoted. This registration form is to be completed and returned to the Mid-Management Registrar to confirm course attendance. In addition, the Operations Manager also receives a copy of this letter. If a new Supervisor doesn't receive a letter or cannot attend the scheduled course, he/she should notify the Hamburger University Mid-Management Registrar, at (312) 920-7892, Oak Brook campus, or (312) 593-3230, Elk Grove campus.

One month before the course begins, the new Supervisor will be sent a confirmation letter concerning hotel reservations, course times, and other necessary preclass materials.

Content

The intent of the Area Supervisor's Course is to teach results orientation. It is accomplished through a blend of seminars, discussions, and workshop classes. The student should be able to differentiate between task managing and managing for results.

In addition, members of the Oak Brook staff and the various presenters are identified as resources available to assist the Area Supervisor.

Course Content Includes:

- Process Management
- The One Minute Manager
- Labor Relations
- Decision Making
- Filtering Process
- Resource Management
- Security
- Sales Potential
- Stress Management
- Financial I and II
 - Breakeven/Reinvestment
- Forums
 - Field Operation
 - Operations Development
 - Top Management

Course Schedule

1983

#67	Jun.	20 — Jun.	24
#68	Jul.	25 — Jul.	29
#69	Aug.	22 — Aug.	26
#70	Sep.	26 — Sep.	30
#71	Oct.	24 — Oct.	28
#72	Nov.	28 — Dec.	2

1984

#73	Feb.	6 — Feb.	10
#74	Apr.	2 — Apr.	6
#75	Jun.	4 — Jun.	8
#76	Aug.	13 — Aug.	17
#77	Oct.	8 — Oct.	12
#78	Nov.	12 — Nov.	16

College Credit Recommendations

1 Semester Hour — Lower Baccalaureate Level — in Food Service Management

1 Semester Hour — Lower Baccalaureate Level — in Personnel Management

2 Total Semester Hours

Credit Recommendations are retroactive to September 1975.

If the student has successfully completed the Area Supervisor's Development Program, an additional 2 Semester Hours, Lower Baccalaureate Level in Cooperative Education, can be obtained.

Operations Courses

Field Consultants Course

Prerequisites

The course is targeted toward the new Field Consultant with 90 days on-the-job experience. If a new Consultant has not attended A.O.C. within the last 3 years, it is recommended that the Consultant recycle through A.O.C. before attending the Field Consultants Course.

This class is open to Company Employees only. As a minimum, the Consultant must have 60 days on-the-job experience and fully complete the Pre-Class Financial Booklet before class begins.

Registration

All new Field Consultants are sent a congratulatory letter and registration form upon promotion. This registration form is to be completed and returned to the Mid-Management Registrar to confirm course attendance. In addition, the Field Service Manager also receives a copy of this letter. If a new Consultant does not receive a letter or cannot attend the scheduled course, he/she should notify the Hamburger University Mid-Management Registrar, at (312) 920-7892, Oak Brook campus, or (312) 593-3230, Elk Grove campus.

One month before the course begins, the new Consultant will be sent a financial booklet (which must be completed prior to coming to class) and a confirmation letter concerning hotel reservations, class times, etc.

Content

The general objective of the Field Consultants Course is to develop the student's skills in analyzing the operational level of assigned stores and in providing professional advice, methods, and direction through effective consultation to McDonald's Owner/Operators.

Course Content Includes:

- Field Consultant Job Responsibilities
- Financial I, II, III and IV
- "What the Owner/Operator Wants"
- Field Service Issues
- Negotiation I, II, and III
- Consulting I and II
- Licensing
- Top Management forum

Course Schedule

1983

#42	Jun	13	— Jun.	17
#43	Aug	1	— Aug	5
#44	Oct	3	— Oct	7
#45	Dec	5	— Dec	9

1984

#46	Feb	20	— Feb	24
#47	Apr	23	— Apr	27
#48	Jun	18	— Jun	22
#49	Aug	20	— Aug	24
#50	Oct	22	— Oct	26
#51	Dec	3	— Dec	7

College Credit Recommendations

2 Semester Hours — Upper Baccalaureate Level — in Food Service Management

Credit Recommendations are retroactive to December, 1975

Training Consultants Course

Prerequisites

The course is targeted for Training Consultants with 90 days on-the-job experience. If it has been more than three (3) years since the Consultant last attended A.O.C., it is recommended that they recycle through A.O.C.

Prior to attending the Training Consultant's Course, the new Training Consultant should read the "pre-class" portion of the Training Consultant's Development Program. The Regional Training Manager must determine what the Training Consultant should be able to do that is new, or different, as a result of the class. These goals must be submitted on the first day of class.

Registration

All new Training Consultants are sent a congratulatory letter and registration form when they are promoted. This registration form is to be completed and returned to the Mid-Management Registrar to confirm course attendance. If a new consultant does not receive a letter or cannot attend the scheduled course, he/she should notify the Mid-Management Registrar, at (312) 920-7892, Oak Brook campus, or (312) 593-3230, Elk Grove campus.

One month before the course begins, the new Consultant will be sent a confirmation letter concerning hotel reservations, course times, pre-reading, etc.

Licensee Trainers wishing to attend this course must first contact their Regional Training Manager.

Content

The general objectives of the Training Consultant's Course are to increase the consulting skills of the Training Consultant and to cause training to impact sales and profits.

Course Content Includes:

- Presentation Skills Verification
- Your Job/Analysis
- Training by Objectives
- MDP Management
- Consulting Analysis/Consulting for Results
- Training Payoff
- Facilitative Skills/Workshop
- Managing the McDonald's Training System
- Time Management
- Problem Analysis/Decision Making Review

Course Schedule

1983

#21	Jul	25	— Jul.	29
#22	Oct	31	— Nov.	4

1984

#23	Feb	20	— Feb	24
#24	Jun	18	— Jun	22
#25	Oct	22	— Oct	26

College Credit Recommendations

3 Semester Hours — Upper Baccalaureate Level — in Educational Methodology, in conjunction with successful completion of the Training Consultant's Development Program.

Credit Recommendations are retroactive to April, 1977

Operations Courses

Operations Department Heads Course

Prerequisites

The Operations Department Heads Course is targeted at the newly promoted Operations Managers and Field Service Managers. While many of their needs are similar, both groups also have needs which are not applicable to the other. To meet the needs of both groups, the class is structured with generic presentations as well as breakout sessions. The breakout sessions give the student the opportunity to get his/her personal concerns answered, while providing the opportunity to share in peers' experience. Other Regional Department Heads wanting to attend the course should contact the Mid-Management Development Department.

Registration

All new Operations Managers and Field Service Managers are sent a congratulatory letter and registration form when they are promoted. This registration form should be filled out and returned to the Mid-Management Registrar to confirm course attendance. If the individual cannot attend the scheduled class, he/she should notify Hamburger University at (312) 920-7892, Oak Brook campus, or (312) 593-3230, Elk Grove campus. Approximately thirty days before the class begins, the individual will be sent a confirmation letter concerning hotel reservations, flight information, class times, etc.

Content

The general course objectives of the Operations Department Heads Course are to provide Department Heads with an overview of key issues, further his/her professional development as members of McDonald's executive management group, and to identify available Regional and Corporate resource departments and personnel.

Course Content Includes:

- 1983-84 Direction/Field Focus
- Brain Power
- Role of the Department Head
- Developing Your Subordinates
- Issues Exercise and Discussion
- Situational Leadership I, II, III, and IV
- Sales and Q.S.C. Best Bets I and II
- Licensing Company Employees
- The One Minute Manager
- Analyzing Reinvestments
- Prioritizing Sales Potential
- Resource Management
- McOpCo and Field Service Breakouts
- Forums
 - Regional Managers
 - Top Management

Course Schedule

1983

#11	Aug. 29 — Sep. 2
#12	Nov. 7 — Nov. 11

1984

#13	Apr. 16 — Apr. 20
#14	Aug. 27 — Aug. 31
#15	Nov. 26 — Nov. 30

College Credit Recommendations

2 Semester Hours — Upper Baccalaureate Level — in
Advanced Food Service Management

Credit Recommendations are retroactive to April, 1980

People Development Courses

Store Orientation Program (S.O.P.)

Prerequisites

The S.O.P. Courses are open to all non-Operational home office staff, Regional personnel, and all personnel of companies directly involved with McDonald's. It is targeted at any non-operations experienced employee.

Registration

Registration is on a first-come, first-serve basis. Registration forms are available from all Oak Brook Department and Staff Directors, as well as the S.O.P. Registrar at Hamburger University. If you wish to change or cancel your registration please call the S.O.P. Registrar at (312) 920-7893, Oak Brook campus, or (312) 593-3230, Elk Grove campus.

One month before the course begins, each participant will receive a confirmation letter.

Content

The general objective of the Store Orientation Program is to answer the needs of non-operational employees by assisting them in gaining a better understanding of the company. This is accomplished through a work/study format. The student spends part of the day in the classroom, and is also given the opportunity to apply what they have learned through two in-store work sessions.

Course Content Includes:

- History of McDonald's
- Customer Service
- Store Experience
- Product and Procedure Lectures
- Management Responsibilities

Course Schedule

1983

- #263 June 23
- #264 September 15
- #265 November 10

1984

- #266 March 1
- #267 April 26
- #268 May 31
- #269 August 16
- #270 October 4
- #271 November 1

Presentation Skills I & II

Prerequisites

This two-part course is targeted for any McDonald's employee who desires to improve personal presentation skills. It is open to all Corporate or Licensee personnel. Registered students are asked to come with a prepared script for presentation in class.

Registration

Registration is maintained on a first-come, first-serve basis. It is necessary to contact the Presentation Skills Registrar at Hamburger University to register for the course. One month before the class, the student will receive a confirmation letter confirming registration.

Content

• Presentation Skills I

This course is designed to improve presentation skills. The course content includes how to look an audience in the eye and feel comfortable about it, how to make effective and meaningful gestures, and how to put emotion and enthusiasm into a presentation. In addition, the course will include how to personalize a script, how to answer questions, how to talk in terms of what an audience wants to hear, and how to summarize and close effectively. Improving Presentation Skills Course 1 will help the student learn to get control of the material, the audience, and self.

The course format utilizes a combination of lectures and video-taped practice sessions.

• Presentation Skills II*

This course focuses on a specific type of presentation style — one that aims for a high level of participation from the audience. Referred to as the "Facilitative Method," this presentation style is presented and modeled. Participants are then given the opportunity to practice learned skills.

*Presentation Skills I is a Prerequisite

Course Schedule

The course is scheduled in a two-day format.

Day 1 — Presentation Skills I

Day 2 — Presentation Skills II

1983

- #56 Jun. 22 and Jun. 23
- #57 Sep. 7 and Sep. 8 (special)
- #58 Dec. 14 and Dec. 15

1984

- #59 Feb. 28 and Feb. 29
- #60 Apr. 24 and Apr. 25
- #61 May 29 and May 30 (special)
- #62 Aug. 14 and Aug. 15
- #63 Oct. 2 and Oct. 3
- #64 Dec. 18 and Dec. 19 (special)

Students may elect to take Presentation Skills I and II nonconsecutively.

College Credit Recommendations

1 Semester Hour — Lower Baccalaureate Level —
Completion of both courses in Oral
Communications / Public Speaking

Credit Recommendations are retroactive to January, 1978

People Development Courses

Management Skills Development Course

Prerequisites

The Management Skills Development Course is targeted toward individuals in the Corporation with supervisory responsibilities.

Attendance is limited to those who currently hold or who are projected to hold a supervisory position. The approval of the person's immediate supervisor is also required for attendance.

Registration

Forms are available from the Management Skills Development Registrar at Hamburger University. The form must be signed by the immediate supervisor. Each student receives a confirmation letter confirming registration.

Content

The general objective of the Management Skills Course is to improve the overall supervisory skills of the student.

Course Content Includes:

- Setting Objectives
- Time Management
- Identifying Effective People
- Management Skills
- Bossing Styles

Course Schedule

1983

#20 Sep 27 and Sep 28
#21 Dec 13 and Dec 14

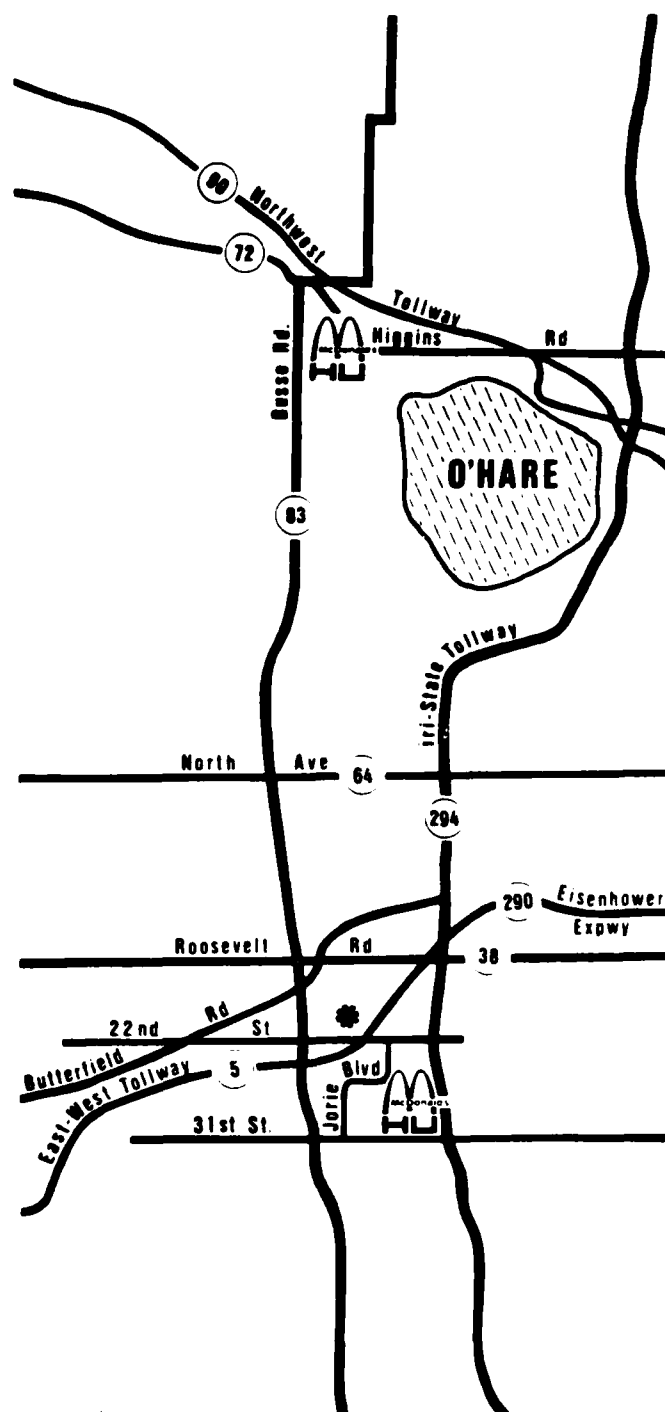
1984

#22 Jan 25 and Jan 26
#23 Mar 21 and Mar 22
#24 Jul 25 and Jul 26

College Credit Recommendations

1 Semester Hour — Lower Baccalaureate Level — in Personnel Management

Credit Recommendations are retroactive to December, 1978.



★ Oak Brook International Headquarters

Faculty

Hamburger University Faculty

Dean

Larry Coon

Assistant Dean

Tim Moulson

Training Managers

Art MacHugh

Emmett Patterson

Bruce Smith

Doug Robbins

Senior Professors

Harry Coaxum

Susan Steele

Kathy Weber

Professors

David Bradford

Cavanaugh Holland

Tim Mosher

Charles O'Rourke

Sylvia Sczesnik

Jimmie Williams

Training Systems & Building Manager

Rich Howard

Building & Training Systems Coordinator

Dick Steele

Building Custodians

Jerry Baker

Stanley Gardner

Randy McLeod

Office Services Supervisor

Teena Ray

A.O.C. Registrar

Rosalind Crutcher

Mid-Management Registrar

Winsome Burwell

Secretary

Jill Schaefer

Secretary/Receptionist

Audrey Chieffo

Guest Faculty

Management

ED SCHMITT

Vice Chairman, Chief Administrative Officer

MIKE QUINLAN

President, Chief Operating Officer

GERRY NEWMAN

Senior Executive Vice President, Chief Accounting Officer

ED RENSI

Senior Executive Vice President, Chief Operations Officer

JACK GREENBERG

Executive Vice President, Chief Financial Officer

NOEL KAPLAN

Vice President of Operations

KEN CLEMENT

Vice President of Training

Members of the Following Zones and Home Office Departments:

Affirmative Action

Auditing

Consumer Affairs

Corporate Tax

Equipment Engineering

Field Marketing

Food Sciences and Technology

Government Relations

Information Services

Legal

Licensing

Market Development

Marketing Intelligence

McOpCo Accounting

Mid-Management Development

Midwest Zone

National Field Personnel

National Field Service

National Field Training

National McOpCo

Northwest Zone

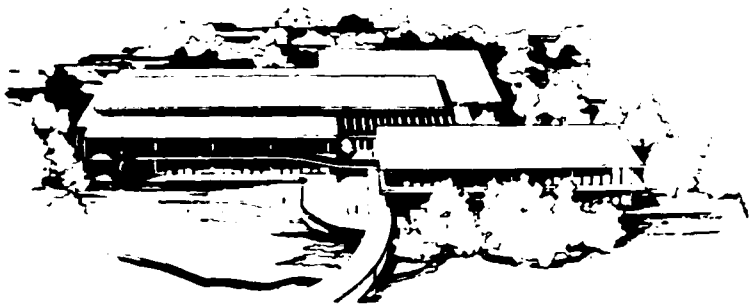
Operations Development

Planning and Analysis

Product Development

Treasury

Urban Operations



HAMBURGER UNIVERSITY - AN OVERVIEW

Hamburger University is McDonald's worldwide management training center located in Oak Brook, Illinois. Our main purpose is to instruct McDonald's personnel in the various aspects of our business. The Advanced Operations Course (A.O.C.) is the course with the largest student population - nearly 2,000 students a year. The two-week curriculum covers four major areas: Equipment, Controls, Human Relations Skills, and Management Skills. In addition to A.O.C., nine other courses are offered for virtually every level of McDonald's management.

McDonald's Corporation began in 1955, and we soon saw the need for a management training center. In 1961, we built an operating restaurant in Elk Grove Village and Hamburger University was begun in the basement. Classes were small in the beginning, with the average number of students being about nine to twelve. As the number of McDonald's restaurants increased, so also did the average class size at Hamburger University, necessitating a larger facility. In 1968, Hamburger University was relocated and was further expanded in 1973 to accommodate system growth and student enrollment in excess of 100 per class.

In October of 1983, we moved Hamburger University once more to the present facility in Oak Brook. There are eight classrooms, eight seminar rooms, a library and four full functioning equipment labs. All this is located on a picturesque 80-acre, tree-covered site with two large man-made lakes.

Hamburger University has the latest in audio-visual equipment, including both live and remote television as well as all necessary restaurant equipment to enable the student to make the rapid transition from classroom to restaurant application.

The resident teaching staff of 20 professors have all served in the ranks of restaurant management and mid-management so as to lend credibility to their teaching credentials. In addition, several of the classes take advantage of the close proximity of our Corporate Headquarters, also in Oak Brook, by featuring key home-office personnel as instructors in their unique areas of expertise. The teaching techniques are widely varied depending on the subject matter; however, basically, a classroom environment is maintained utilizing student interaction via role plays, discussion groups, and actual hands-on operation for the equipment courses.

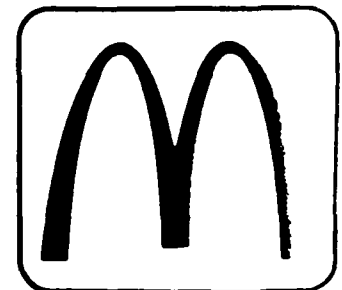
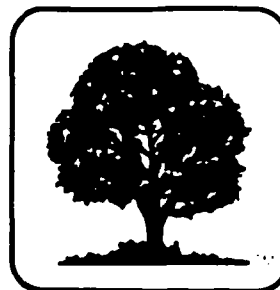
At our present level of more than 7,800 McDonald's Restaurants, nearly 3,000 students pass through the halls of Hamburger University each year as they continue to grow in their McDonald's career.

We certainly hope that this and the enclosed information will be useful to you.

McDONALD'S OFFICE CAMPUS



McDonald's Office Campus in Oak Brook, Illinois stands as a symbol of McDonald's commitment to excellence today and in the future. It reflects the company's concern for the environment, for the communities around the world in which it operates, for the people who make up the McDonald's family, and for the integrity of its business.



The Office Campus location was selected for its unique combination of natural beauty and practicality. Easily accessible from Chicago and its suburbs, and from Chicago's O'Hare Airport, the site still offers a sense of tranquility — rare in today's busy world.

Great care has been taken to preserve and enhance the Office Campus environment. Some 1,500 trees found on the property, including a century-old oak grove and perhaps the largest Ohio Buckeye tree in the state, were carefully preserved during site development work. More than 1,200 new trees and a variety of grasses and flowering plants typical to northern Illinois were planted as landscaping progressed.

Not only are the trees and plants valuable for their beauty and historical significance, they provide cooling shade, reduce noise, prevent erosion, retain moisture in the soil, and provide a home for the numerous birds, waterfowl, and small animals that inhabit the property. The two man-made lakes formed from Ginger Creek, which bisects the campus, serve as flood control as well as decorative and recreational purposes.

It is significant that the first two buildings completed on the site are dedicated to the use of *all* McDonald's employees, whether based in Oak Brook or in other regions or countries around the world. The modern Conference

and Training Center provides meeting facilities and houses the world-famous Hamburger University, attended by all McDonald's owner/operators and management during their careers. The Lodge also contains meeting rooms as well as guest rooms and a restaurant for employees and other visitors. Taken together, the buildings form a conference complex and are an expression of the company's commitment to providing a productive and pleasant working environment for McDonald's people. The entire Office Campus project has been designed to complement idea sharing.

McDonald's Office Campus is a carefully planned, long-term development project, intended to meet the company's needs for working space indefinitely. Designed by the architectural firm Fujikawa Conterato Lohan and Associates and constructed by Gerhard F. Meyne Company, general contractors, the property of more than 80 acres will allow building a million square feet of floor space without impairing the character of the site.

Original development plans extend to beyond the year 2000, and include construction of Headquarters and Chicago Region office buildings, a free-standing research and development facility, and possible expansion of the existing lodge. The already-determined architectural concept which will shape those future buildings assures that the open, campus-like atmosphere of the site will be preserved.

Completed in September 1983, The Conference and Training Center is devoted to the personal growth of the company's employees and to the spirit of teamwork which has made McDonald's an unquestioned leader.





The Conference and Training Center also houses Hamburger University, one of the premier corporate training facilities in the world. Owner/operators and management from throughout the McDonald's system who attend Hamburger University to study management arts and sciences and restaurant operations work in modern classrooms and laboratories provided with the latest in teaching devices and equipment. Complete translation services are available for students from non-English speaking countries.

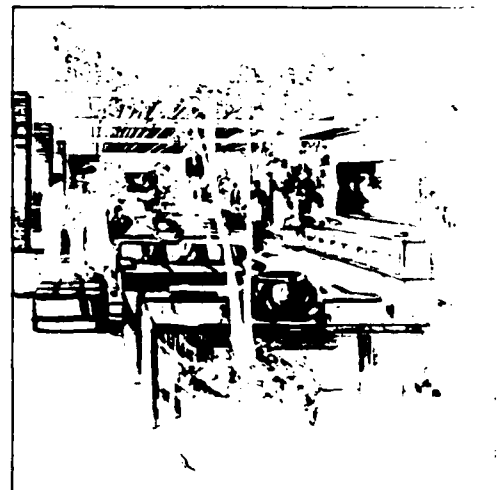
It contains seminar, discussion, and conference rooms which are designed to accommodate business meetings of virtually every kind, complete with the most modern audio-visual technology.

The McDonald's Conference and Training Center is believed to be one of the most functional and attractive facilities of its kind in the world.

The Lodge, connected to the Conference and Training Center by a footbridge over a lake, provides accommodations for Hamburger University students and other visitors to the McDonald's Office Campus. Lodge facilities are also available to Office Campus employees.

The Lodge contains 154 private guest rooms, with the potential for adding nearly that many more in a second wing as use of the Office Campus grows. It provides meeting rooms in addition to those available at the Conference and Training Center. And it houses a lounge and restaurant, equal to the best the Chicago suburbs have to offer, serving lodge guests, employees, and employees' families.

Thus, the Lodge provides housing for students and traveling McDonald's employees as well as visitors. For the sports-minded, the lakes on the property are stocked with game fish and the Office Campus contains a network of walking, jogging, and biking paths

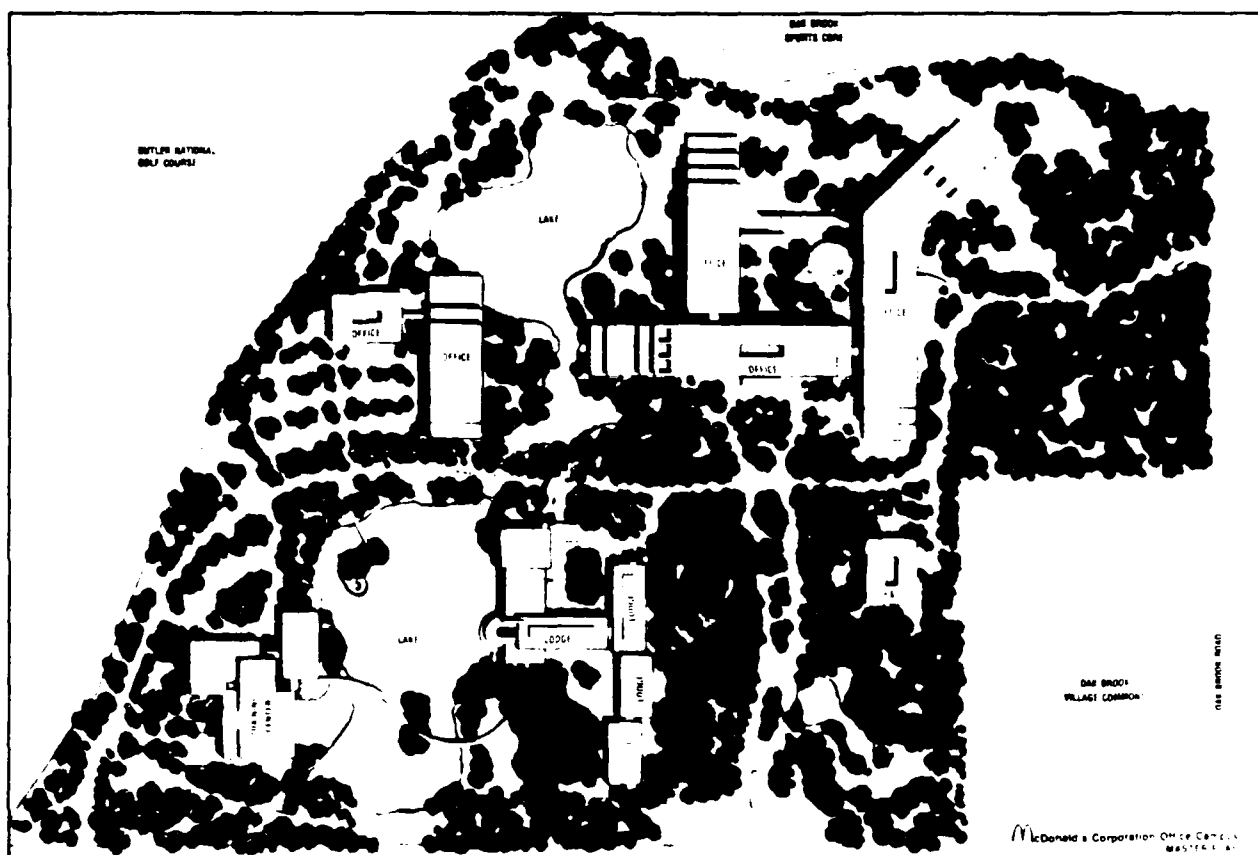




paths linked to a larger system of paths that wind their way through the Oak Brook community. There is a "council circle" that encourages social gatherings, and even outdoor business meetings.

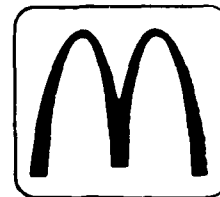
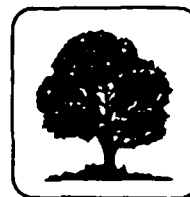
**McDonald's Office
Campus is a symbol
for today in the style
of tomorrow.**





Anyone interested in using the Conference and Training Center for meetings should contact the Office Campus at (312)920-7904 or (312)920-7659. To schedule conventions contact the Meetings and Conventions Department at (312)887-3024.

McDonald's Office Campus
2715 Jorie Blvd.
Oak Brook, IL 60521



McDonald's Corporation - An Overview of Its Management Training Program

McDonald's is the largest restaurant chain in the world and maintains the dominant market share in the fast service restaurant business. And we are continuously growing with the addition of over one new restaurant somewhere in the world every 18 hours! As this growth continues, so does our need for trained managers, supervisors, related specialists and professionals. In 1983, the 1,423 company-owned-and-operated restaurants had approximately 5,000 management staff people, plus 662 trainees. At the same time, there were approximately 14,000 management staff people in franchised restaurants.

McDonald's takes great pride in the effectiveness of our training programs; we emphasize the basics and then provide step-by-step progression of skills up the ladder of job positions. At McDonald's, everyone (hourly crew, Manager Trainee, Assistant Manager, Manager, Area Supervisor, and even Owner/Operator) starts his or her training in exactly the same way, with the basics of McDonald's operations. Everyone must understand how to manage a McDonald's restaurant.

McDonald's well-planned training program follows a prescribed pattern, which is mandatory for all people who aspire to become Restaurant Managers (the key management position in the restaurant). The training process is considered very important and takes place during employment hours. A recent survey by the corporation shows the average age of the trainees to be between 26 and 27, though some have started at the age of 40. Average level of education for those preparing for management is approximately two years of college. Over 27,000 students have graduated from McDonald's Hamburger University (H.U.), which provides training at the rate of nearly 3,000 persons each year.

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Presently, nearly 40% of these Trainees are women. The rate of turnover between the Trainee and the Manager level is 30%. The success rate for those who move upward is phenomenal.

THE TRAINING PROGRAM FOR RESTAURANT MANAGERS IS DESCRIBED BELOW:

Objectives of the Training Program

McDonald's operation is customer-oriented. In order for McDonald's to provide consistently high levels of "QUALITY, SERVICE, CLEANLINESS AND VALUE" to its customers, systematic training is made available to all employees from the newest crew member to the veteran Restaurant Manager and beyond. Each training segment is addressed as directly and completely as possible to teach the job functions at each level of crew and management. This calls for an organized, well-planned and consistent training program. It is a combination of self-paced booklets-The Management Development Program (M.D.P.) Volumes 1 to 4, and classroom work to verify and supplement an individual's training.

The typical sequence of training for management runs as follows:

M.D.P. Volume 1 -- Manager Trainee

B.O.C. (Basic Operations Course -- away from the restaurant/
in the Regional office)

Post B.O.C. Action Plan -- (Implementation plan for new
knowledge and skills)

M.D.P. Volume 2 -- Second Assistant

I.O.C. (Intermediate Operations Course -- away from the restaurant/
in the Regional office)

Post I.O.C. Action Plan

M.D.P. Volume 3 -- First Assistant

A.E.C. (Applied Equipment Course -- away from the restaurant/
in the Regional office)

Post A.E.C. Action Plan

A.O.C. (Advanced Operations Course) -- (H.U. Oak Brook, Illinois)

Post A.O.C. Action Plan

M.D.P. Volume 4 -- Store Manager

Annual Managers Conventions

Content and Structure of the Training Program

All Manager Trainees receive M.D.P. Volume 1 through which they are first instructed in the work of the "crew stations" in the store itself. These steps are important not only because they are the basic McDonald's tasks, but because they will be repeated, referred to, refined and recalled at every training step beyond this first one. These "stations" are:

- | | |
|-------------------|----------------------------|
| 1. Front counter | 8. Back room and lot |
| 2. French fries | 9. Dining area and lobby |
| 3. Shakes | 10. Store set-up |
| 4. Dressings | 11. Closing the restaurant |
| 5. Buns | 12. Breakfast |
| 6. Grill | 13. Drive-thru |
| 7. Filet and Pies | |

The Manager Trainee not only masters these tasks in theory, but actually performs them. Progress reports and written tests are given on each station to measure understanding.

Other areas of subject matter for the Manager Trainee include:

- | | |
|----------------------|-------------------------|
| Production control | Communications |
| Floor control | Motivation & counseling |
| Product appreciation | Delegation & follow-up |

Basic supervision

Time management

Customer awareness

Leadership & decision making

Physical plant

Manager's opening & closing

Upon completion of M.D.P. Volume 1 and having demonstrated competence in the basics, the Manager Trainee may then be assigned to attend the Basic Operations Course (B.O.C.) at a Regional Training Department.

The Basic Operations Course curriculum package is not designed to enforce rigid adherence by all Field Trainers to a "word-for-word" presentation of the training package, but rather to establish a minimum content standard that will characterize all B.O.C.'s offered by corporate trainers in all parts of the world.

The package consists of 20 lesson plans, including 35 mm slides, video programs, student note-taking sheets, information sheets and tests.

Each individual lesson plan is prepared around a specific set of learner objectives. Wherever possible, all lesson plans and learner objectives are specifically aimed at the application level of learning. Although much of the content of some individual classes is largely "fact-giving" oriented (i.e. reviewing times, temperatures, procedures), emphasis is placed on applying this information to the art of managing. The use of video is one specific tool that is utilized in teaching the student how to manage the operation.

The B.O.C. curriculum includes the following topics:

- | | |
|-----------------------------------|------------------------------|
| - Products | - Training |
| Fries | |
| Breakfast | - Drive-Thru Operations |
| Meat Sandwiches | |
| Beverages | - Maintenance |
| Filet | |
| Dessert Items | - Opening/Closing Procedures |
| Shakes | |
| - History and Corporate Structure | - Security |
| - Floor Control | - Personnel |

- Energy Management
- Service
- Production Control

- Using the Operation's Manual
- A Video Final Exam

As Manager Trainees progress, the in-restaurant training program continues. The job levels and the time normally expected for the completion of the in-restaurant training in each area are as follows:

1. Manager Trainee -- 3 to 5 months
2. Second Assistant -- 8 to 14 months
3. First Assistant -- 6 months to one year
4. Store Manager -- 6 months to one year

Tests and progress reports are administered by the Restaurant Manager and the Area Supervisor or the Owner/Operator as part of the in-restaurant training. The Manager Trainee is also evaluated on specific job performance in each task.

A substantial packet of training materials is provided to the Restaurant Manager and the Area Supervisor or Owner/Operator in order to ensure uniformity of training in the over 7,800 McDonald's locations. Although uniformity is one of the keys to the content and techniques of the training program, the program itself is far from static. On the basis of working experiences and field input, changes to the training are regularly made.

Upon completion of B.O.C., the Manager Trainee is expected to demonstrate his/her skills by successfully performing them in the store and to develop a post-class set of objectives and action plans for implementing the newly acquired knowledge and skills. Upon verification of those job skills and completed action plans by the Restaurant Manager and Area Supervisor, the Trainee is promoted to Second Assistant and begins M.D.P. Volume 2. Volume 2 contains the skills necessary for the individual to perform the job duties of a Second Assistant.

After completion of Volume 2, the Trainee returns to the Regional Training classroom for a four-day Intermediate Operations Course (I.O.C.). This class, specifically targeted at the Second Assistant, reinforces the content of Volume 2 and addresses the areas of:

- | | |
|-------------------------------|------------------------------|
| - Raw Product Quality | - Equipment |
| - New Crew Orientation | Common Component Parts |
| | Planned Maintenance |
| | Troubleshooting |
| - Decision Making | - Planned Maintenance System |
| - Inventory Control/Receiving | - Restaurant Safety |
| - Restaurant Paperwork | - Production Control |
| - Crew Selection | - Analyzing Waste |
| - Crew Training | - Time Planning |
| - Scheduling | - Crew Productivity |

Both the B.O.C. (Basic Operations Course) and the I.O.C. (Intermediate Operations Course) are conducted away from the restaurant. They are offered on a regular basis at the Regional Training locations to correspond to need and are specifically designed to complement the in-restaurant training. Those who attend these programs are paid their regular salaries while they are attending. Their expenses are supported by the local restaurant. The training materials are furnished by McDonald's Training Department. The objective of the away-from-the-restaurant program is to provide Manager Trainees with the knowledge and skills needed to make them more efficient in the future.

Upon completion of I.O.C., the student again returns to the restaurant and demonstrates his/her skills to the Restaurant Manager and Area Supervisor and completes his/her Post Class Action Plans. Upon verification, the individual is promoted to First Assistant and begins M.D.P. Volume 3.

During this time, the First Assistant attends A.E.C. (Applied Equipment Course) at the Regional office, and upon completion of Volume 3, the individual then is sent to A.O.C. (Advanced Operations Course) at Hamburger University.

Hamburger University is McDonald's worldwide management training center located in Oak Brook, Illinois. Our main purpose is to teach McDonald's operations people technical and management skills.

The Advanced Operations Course (A.O.C.) is the course with the largest student population - nearly 2,000 students a year. The two-week curriculum reinforces the content of Volume 3 and covers four major areas: Equipment, Controls, Human Relation Skills, and Management Skills. In addition to A.O.C., nine other courses are offered for virtually every level of McDonald's management above First Assistant.

Hamburger University has the latest in audio-visual equipment, including both live and remote television as well as all necessary restaurant equipment to enable the student to make the rapid transition from classroom to restaurant application.

The resident teaching staff of 20 professors have all served in the ranks of restaurant management and mid-management so as to lend credibility to their teaching expertise. In addition, several of the classes take advantage of the close proximity of McDonald's Corporate Headquarters, also in Oak Brook, by featuring key home-office personnel as instructors in their unique areas of expertise. The teaching techniques are widely varied depending on the subject matter; however, basically a classroom environment is maintained utilizing student interaction via role plays, discussion groups, and actual hands-on operation for the equipment courses.

Upon completion of A.O.C., the First Assistant returns to the restaurant to again demonstrate his/her newly learned skills and have them verified. Upon verification and post class action plan completion, the individual is judged promotable and is promoted to Restaurant Manager into the next available restaurant. The new Restaurant Manager then receives M.D.P. Volume 4. Each year, we conduct conventions designed specifically for the Restaurant Manager. These conventions are informational, motivational and educational. The Managers attend at company expense, and the content is developed by the national departments.

The Trainers

The Management Development Program, Volume 1, opens with the statement:

"In the next few days, you will meet with your Restaurant Manager and Area Supervisor or Owner/Operator and agree on a proposed development plan... After this discussion you will have a clear understanding of how your training will be done, and you will also have completion dates to strive for... Each section will give you and your Manager clear instructions as to how you should progress through the section."

The Restaurant Manager is the principal instructor of the Trainees, Second Assistants and First Assistants. Other instructors include the Owner/Operator and the Corporate Field Service Representative for franchisee restaurant students and the Area Supervisor for company restaurant students. Full-time professional training faculty at the Regional Training Center also provide assistance in seeing that the program is properly administered. Regional Training Departments, of which there are 30 in the U.S. and 10 additional worldwide, are staffed with one to five Training Consultants and a

Regional Training Manager. Their time is primarily spent in delivering classroom instruction and providing in-restaurant consultation on training and other operational topics.

In all cases, those who teach have also been successful practitioners in the topic being taught. The background of all McDonald's Regional Training staff is fairly uniform. They have all been trained in the basics of restaurant operations and demonstrated their expertise in successfully managing a McDonald's restaurant. They have then progressed upward through the ranks by applying their abilities at each job level they have passed through.

From these ranks come the Hamburger University staff and the staff of the Oak Brook Training Department. The Oak Brook staff is responsible for serving and consulting to each of the Regional Training Departments and contains a development group who are responsible for developing and maintaining a national curriculum of training materials and programs. Our philosophy is to take operations people and to teach them how to train. It is a highly successful approach because of the instant credibility of their information.

Training Techniques

Most of McDonald's training is on the job. Everyone starts out in the restaurant. Here he/she learns the meaning of "QUALITY, SERVICE, CLEANLINESS AND VALUE". Those who are interested and qualified may enter the Trainee program in order to move toward becoming a Manager.

Volumes 1 through 4 of the Management Development Program provide text material with specific and uniform procedures for every progressive step. The Supervisor's guide, companion to the Trainee's manual, provides written tests for every step. These are graded with a score of 90% being the lowest acceptable grade. If an unacceptable score is obtained, intensive retraining precedes retesting. McDonald's training is criteria-referenced.

Besides the in-restaurant training, the B.O.C., I.O.C. and A.E.C. classroom programs, as well as Hamburger University, all provide additional advanced training. An important part of the training experience in all classrooms is the exchange of techniques and ideas between students.

Formal lectures, videotapes, seminar groups, role plays, case studies and related readings comprise the training methods utilized.

After attaining the status of Restaurant Manager, individuals will continue to be exposed to a host of other programs, some of which are presented in annual Manager's conventions on a Regional basis and others of which are presented by the Regional Training Department.

The very nature of the training at McDonald's has evaluation built into its every step:

- The item-by-item tests and progress reports in each of the four basic volumes.
- The constant repetition of the basics, the one-on-one interviews, and the reviews and verifications by the Manager and the Area Supervisor.
- The standard of over 90% in test scores.
- Job performance within the high uniform standards set for McDonald's operations world-wide.

Conclusion

From our Trainees, we demand enthusiasm, hard work, stick-to-the basics, and complete dedication to the objectives of the organization. Our company provides training opportunities at all levels from trainee to executive. All of it begins with knowledge and skills from the operating restaurant level. There is no progress for those who fail to measure up. And there is no ceiling for those who master the successive tasks.

ANNEX C (Letter request for information).

61 kenwood Dr.
Carlisle, PA. 17013
February 21, 1984

Dear Sirs,

I am Colonel Charles O. Haines, a member of the U.S. Army, assigned to Carlisle Barracks, Carlisle Pa., where I am attending the U.S. Army War College. As part of the course curriculum, each student is required to complete a study on a subject of his own choosing or one selected from a list of Army recommended topics. I request your assistance in completing my study. Because of my long standing interest in the training of soldiers, and intimate association with Army programs designed to improve that process, I am pursuing a personal interest, that of the relationship between training and motivation/intrinsic value of work. I am basing my study on academic theory, the programs and outcomes of successful corporations, and my own experience as an army trainer and commander.

Since you are one of America's most successful corporations, any information you could provide me concerning your organization's programs and experiences in the training of workers, supervisors and managers would be most useful and greatly appreciated. I'm fully aware that there are many factors which influence an individuals productivity/ effectiveness on the job. My focus is on training and Albert Bandura's theory that the development of high standards of performance during the training process, leads to subsequent self motivation through the individual's desire to achieve or surpass the learned standards of excellence. In regard to worker training, I am interested in sustainment and new process/ procedural training not initial worker training. Specifically, information on your use of routine sustainment training and the role excellence (achieving the standard) plays in determining the who, what, when, where and how of that training would be most helpful. I request the same kind of information concerning supervisors and managers plus information on the following:

- * How do you select and certify individuals for these two important functions?

- * Do you, as a rule, select supervisors and managers from the activity or type of activity which they will ultimately

supervise or manage? If so, do you assume that these new supervisors/managers possess adequate technical knowledge, necessitating only that they be trained in supervisory and managerial skills?

* Do you ever evaluate the technical, product related skills of candidate supervisors and managers?

* What do you consider to be the most important supervisory and managerial skills?

* How do you train your supervisors and managers and how do you insure their mastery of important skills before you will allow them to assume their new duties?

Misters Peters and Waterman consider ----- to be an example of American industrial excellence. That is of course why I have requested your assistance. My understanding of what I have read about your corporation leads me to believe that your corporate philosophy and practices have application in the military. I intend to use the information you provide, on a non attribution basis, in conjunction with academic theory and my own experience. The end product, hopefully, will serve to heighten awareness of the central role played by training in shaping an individual's attitude about himself and his work, and the paramount importance of quantifiable excellence as a principal aspect of the training process.

I realize you have a very busy schedule and am thus all the more appreciative of any assistance you can provide.

Sincerely,

Charles O. Haines
Colonel, U.S. Army

MEMORANDUM TO COL TERRY MULCAHY, USAWC BOX 153

FROM: C. C. HAINES 82

Please have my copy of the 1984 Yearbook mailed to the following address:

PLEASE PRINT:

CCC Charles O. Haines
(Full name)

111 Breeze Pt Dr.
(Street or PO Box #)

Grafton, Va. 23692
(City) (State) (Zip)

Second Notice

Please return ASAP

Prior to 28 Jun 83 } *61 Henwood Dr
Carlisle, Pa. 17013*

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